DOCUMENT RESUME

ED 312 750 EA 021 399

AUTHOR Araki, Charles T.; And Others
TITLE Research Results and Final Report for the Dispute Management in the Schools Project. PCR Working Paper Series.
INSTITUTION Hawaii State Dept. of Education, Honolulu.; Hawaii Univ., Manoa. Program on Conflict Resolution.
SPONS AGENCY William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO PCR-WP-1989-3
PUB DATE Feb 89
NOTE 265p.; Some tables may reproduce poorly due to small or faint and broken print. Also partially funded by the Wallace Alexander Gerbode Foundation.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS College School Cooperation; *Conflict; *Conflict Resolution; Elementary Secondary Education; Higher Education; *Interpersonal Communication; *Problem Solving; *Student Participation; Teacher Student Relationship
IDENTIFIERS *Hawaii State Department of Education; *University of Hawaii

ABSTRACT

To develop and test an experimental model of dispute or conflict management through mediation in a school complex, and to examine the basic nature of conflict in schools, the Dispute Management in the Schools Project (DMSP) was conducted. The 3-year mediation project, begun in January 1986, involved an elementary school, an intermediate school, a high school, and five additional nonproject schools for comparison. A case study model was followed. The techniques for gathering information included questionnaires, multiple interviews, three school climate surveys, and school profile reports. Results indicate that the DMSP, as it was developed and installed, had a good start in the three schools. Mediation proved to be effective in managing student/student disputes, but additional research is recommended to determine the effectiveness of mediation in student/school or school/community conflict. The majority of those involved believed that the mediation project had positive effects on the climate of the schools; however, in most cases, the school climate assessments, pattern analyses, and school profile data did not indicate any discernible changes. The project was successful in developing a mediation project model for further use or for expansion. (20 references) (Author/KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312750

PROGRAM ON CONFLICT RESOLUTION
University of Hawaii at Manoa
PCR

Working Paper Series

PCR Working Paper Series: 1989-3

RESEARCH RESULTS AND FINAL REPORT FOR THE DISPUTE MANAGEMENT IN THE SCHOOLS PROJECT

by
Charles T. Araki, Principal Investigator
Carl Takeshita, Project Coordinator
Logan Kadomoto, Project Researcher

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Charles T. Araki

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 021 399

PCR Working Paper Series: 1989-3

RESEARCH RESULTS AND FINAL REPORT FOR THE DISPUTE MANAGEMENT IN THE SCHOOLS PROJECT

by
Charles T. Araki, Principal Investigator
Carl Takeshita, Project Coordinator
Logan Kadomoto, Project Researcher

University of Hawaii at Manoa
PROGRAM ON CONFLICT RESOLUTION

The Program on Conflict Resolution (PCR) seeks to improve the theory and practice of dispute resolution through coordinated research and education. It is a multidisciplinary endeavor. The five major project areas are: public disputes, family disputes, dispute management in the schools, dispute resolution in the courts and dispute processes in Asia and the Pacific. In addition, PCR works collaboratively with various community groups and agencies in Hawaii, the Pacific Basin, and the U.S. mainland, and with other university-based conflict resolution programs throughout the United States.

*****

PCR Program Staff:

Director:	Neal Milner
Assistant Director:	Karen Cross
Administrative Assistant:	Patricia Shields

PCR Policy Committee:

Charles Araki, Associate Dean, College of Education
John Barkai, Professor of Law
Bruce Barnes, Assistant Director, Legal Assistant Program, UH
Jack Bilmes, Associate Professor of Anthropology
David Chandler, Associate Professor of Sociology
Gene Kassebaum, Professor of Sociology
Kem Lowry, Associate Professor and Chair, Urban and Regional Planning
Neal Milner, Professor of Political Science, Director of PCR
Deane Neubauer, Professor of Political Science
Carolyn Stephenson, Assistant Professor of Political Science
Karen Watson-Gegeo, Associate Professor of English as a Second Language

*****

RESEARCH RESULTS AND FINAL REPORT FOR THE DISPUTE MANAGEMENT IN THE SCHOOLS PROJECT

* * * * * *

A Three-Year Cooperative Project Between the
Program on Conflict Resolution (PCR), University of Hawaii,
and the
Hawaii State Department of Education,
January 1986 to December 1988;
With Partial Funding by the
William and Flora Hewlett Foundation and the
Wallace Alexander Gerbode Foundation

Charles T. Araki
Principal Investigator

Carl Takeshita
Project Coordinator

Logan Kadomoto
Project Researcher

February 1989
Honolulu, Hawaii

TABLE OF CONTENTS

		Page No.
	Executive Summary	viii
I.	Introduction	1
	A. Background and Project Aims	1
	B. Purposes of Study	2
	C. Rationale of Study	2
	D. Participating Schools	3
II.	Research Questions	3
	1. To what extent has the mediation project been implemented and installed?	3
	2. What are the effects of mediation as a means to manage disputes in the schools?	3
	3. What are the attributes of an effective (successful) mediator?	4
	4. What are the attributes of disputants?	4

Page No.

5. What is the nature of conflicts or disputes in the school utilizing mediation? 4

6. What are the effects of mediation on school climate? 4

Ancillary Questions/Issues 4

1. How should mediators handle confidentiality? 4
2. Is mediation a strong force that will become a permanent part of our school "justice" system or a passing fad? 4

III. Methodology 4

A. General Strategy 4
B. Approaches to Research Questions 8
C. Limitations of the Study 16

IV. Findings and Results 18

A. To what extent has the mediation project been developed and installed? 18
B. What are the effects of mediation as a means to manage disputes in the schools? 31
C. What are the attributes of an effective (successful) mediator? . . . 39
D. What are the attributes of disputants? 43

Page No.

E. What is the nature of conflicts or disputes in the school utilizing mediation? 48

F. What are the effects of mediation on school climate? 52

G. General Issues 112

V. Summary & Conclusions 125

TABLES

			Page No.
Table	1	Dispute Management in the Schools Project, Mediator/Disputant Survey	131
Table	1	Dispute Management in the Schools Project, Teacher/Administrator/Counselor Survey	132
Table	2	Dispute Management in the Schools Project, Summary of Cases Mediated	133
Table	3	Familiarity Between Mediator and Disputant	134
Table	4	Number of Disputants by Sex (Per School)	135
Table	5	Sex of Disputants by Grade Level	136
Table	6	Ethnicity of Disputants	137
Table	7	Educational Arrangements (Disputants)	138
Table	8	Income Level (Free, Reduced, or Regular Lunch) by School	139
Table	9	Disputant GPA $\rangle$ = 3.0 by School	140
Table	10	Disputant GPA $\langle$ 2.0 by School	141
Table	11	Cases Per Month (By School)	142
Table	12	Frequency and Proportion of Disputes Summarized into the Major Type of Conflicts (1987 and 1988) . .	143
Table	13	Nature of the Conflict (By Sex)	144
Table	14	Nature of the Conflict (By Ethnic Group)	145
Table	15	School Climate Survey Results (Elementary) Mean Ratings for Factor - GENERAL CLIMATE . . .	146
Table	16	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - RESPECT	147
Table	17	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - MORALE	148
Table	18	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - INPUT	149
Table	19	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - GROWTH	150

		Page No.
Table 20	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - COHESIVENESS . .	151
Table 21	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - RENEWAL	152
Table 22	School Climate Survey Results (Elementary) Mean Ratings for Sub-Factor - CARING	153
Table 23	A Comparison of School Climate Ratings Before and During Project Years at Liholiho School	154
Table 24	A Comparison of School Climate Ratings Before and During Project Years at School "A"	155
Table 25	A Comparison of School Climate Ratings Before and During Project Years at School "B"	156
Table 26	School Climate Survey Results (Intermediate) Mean Ratings for Factor - GENERAL CLIMATE . . .	157
Table 27	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - RESPECT	158
Table 28	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - MORALE	159
Table 29	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - INPUT	160
Table 30	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - GROWTH	161
Table 31	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - COHESIVENESS . .	162
Table 32	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - RENEWAL	163
Table 33	School Climate Survey Results (Intermediate) Mean Ratings for Sub-Factor - CARING	164
Table 34	A Comparison of School Climate Ratings Before and During Project Years at Kaimuki Intermediate School	165
Table 35	A Comparison of School Climate Ratings Before and During Project Years at School "AI"	166
Table 36	A Comparison of School Climate Ratings Before and During Project Years at School "BI"	167

		Page No.
Table 37	School Climate Survey Results (High School) Mean Ratings for Factor - GENERAL CLIMATE . . .	168
Table 38	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - RESPECT	169
Table 39	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - MORALE	170
Table 40	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - INPUT	171
Table 41	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - GROWTH	172
Table 42	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - COHESIVENESS . .	173
Table 43	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - RENEWAL	174
Table 44	School Climate Survey Results (High School) Mean Ratings for Sub-Factor - CARING	175
Table 45	A Comparison of School Climate Ratings Before and During Project Years at Kaimuki High School . . .	176
Table 46	A Comparison of School Climate Ratings Before and During Project Years at School "AH"	177
Table 47	Student Behavior: Suspensions and Offenses, Kaimuki High School and School AH	178
Table 48	Student Behavior: Suspensions and Offenses, Kaimuki Intermediate School and Schools AI and BI.	179
Table 49	Student Behavior: Suspensions and Offenses, Liholiho Elementary School and Schools A and B . .	180

APPENDICES

Appendix A	Staff Responses	181
Appendix B	Mediator Responses and Disputant Responses . . .	184
Appendix C	Interview Guide Questions for Administrators . . .	192
Appendix D	Interview Guide Questions for Project Counselors .	193
Appendix E	Interview Guide Questions for Project Coordinator and Assistant	195

		Page No.
Appendix F	Dispute Management in the Schools Project.	197
Appendix G	SCHOOL CLIMATE ASSESSMENT SCALE SURVEY .	198
Appendix H	Student Ethnicity.	210
Appendix I	Types of Conflicts Mediated at Kaimuki High School, SY 1986-87	211
Appendix J	Types of Conflicts Mediated at Kaimuki High School, SY 1987-88	212
Appendix K	Types of Conflicts Mediated at Kaimuki Intermediate School, SY 1986-87	213
Appendix L	Types of Conflicts Mediated at Kaimuki Intermediate School, SY 1987-88	215
Appendix M	Types of Conflicts Mediated at Liholiho Elementary School, SY 1986-87	216
Appendix N	Types of Conflicts Mediated at Liholiho Elementary School, SY 1987-88	217

EXECUTIVE SUMMARY

The Dispute Management In The Schools Project (DMSP), a three-year cooperative project between the University of Hawaii and the Hawaii State Department of Education, is one of the major projects under the University of Hawaii's Program on Conflict Resolution (PCR). The DMSP is partially supported through a grant from the William and Flora Hewlett Foundation and the Wallace Alexander Gerbode Foundation.

The DMSP subscribes to the mediation process as an alternative approach to dispute or conflict management. Mediation was operationally installed as a process in which an impartial third party (mediator) with the consent of the disputing parties (disputants) intervenes in a dispute and assists the disputants in negotiating an agreement or settlement based on mutual consensus.

The aims of the DMSP were: (1) the development and testing of an experimental model of dispute or conflict management in a school complex (elementary, intermediate, and high school). The model features mediation as a means toward dispute or conflict management; and (2) the examination of basic questions about the nature of conflict in schools.

The purposes of this research study were as follows:

1. To determine the extent to which the Dispute Management in the Schools Project has been developed and operationally installed in a school complex.

2. To examine the basic questions about the nature of disputes or conflicts in the schools.

3. To determine the effects of the project upon the school's climate or environ.

This study involved three project schools -- Kaimuki High, Kaimuki Intermediate, and Liholiho Elementary -- and five comparison non-project schools from the Honolulu school district.

The summary and conclusions are as follows:

1. To What Extent Has The Mediation Project Been Developed And Installed?

   The Dispute Management in the Schools Project (DMSP) as it was developed and installed had a good start in the three project schools.

   The participation and confidence of the educational establishment were secured. Start-up activities were well executed.

   Project goals and objectives were clear, and the project was explained well enough for staff, mediators, and disputants to understand. The procedures for involvement in the project were clearly stated. The coordination between the project and school and communication with parents about the project could be improved.

   The selection and training of mediators were adequate. To improve the selection of mediators, it was suggested that students be involved in the process, and that teachers understand the project better.

   On mediator assignments, there were no specific guidelines for school persons to use. Many of the assignments were dependent upon the assessment of problem situations by the project counselors. Also, assignments were dependent upon the teachers' willingness to release students from classes for mediation. Scheduling mediation sessions at the convenience of all parties was a problem. Teacher-student type disputes required at least one adult mediator as co-mediator.

   The best arrangement for mediation cases was having two mediators working as co-mediators.

2. What Are The Effects of Mediation As A Means To Manage Disputes In The School?

Mediation is effective in managing disputes in the school when it involves student-student type disputes of certain problem types such as personality differences, misunderstandings, and communication problems.

More research on the effectiveness of mediation in managing disputes involving student-school conflicts and school-community conflicts in the school needs to be conducted. The student-school conflict types appear to be potentially manageable.

3. What Are The Attributes Of An Effective (Successful) Mediator?

The study rejected the hypotheses that to be more effective, mediators should be of the same school, sex, grade level (age), ethnic group, and position as the disputants, and that mediators who know the disputants are more effective than mediators who do not know the disputants. However, although not tested, nine attributes of a good mediator were given:

1. Need to be confident - strong character
2. Need to have a good understanding of the mediation process
3. Need the ability to write agreements clearly
4. Need to be directive
5. Need to have leadership qualities
6. Need to be responsible persons
7. Need to be caring
8. Need to be good listeners and need to know how to ask questions
9. Need not be active student council type

4. What Are The Attributes Of Disputants?

The findings on the general attributes of disputants are as follows:

1. There were significantly more female disputants than male disputants. The ratio of female to male disputants was a little less than 2:1.

2. The highest proportions of male and female disputants were in grades 8, 7, and 9 (in descending order).

3. The four highest ethnic compositions of disputants were Japanese, white, part-Hawaiian, and Chinese. The ethnic distribution of disputants at each school was aligned with the respective school's student ethnic population.

4. Overall, a small proportion of the disputants was special education students. However, at LES, the proportion of disputants who were special education students far exceeded the proportion of the school's special education population.

5. The proportion of disputants on the free/reduced lunch program at each school was found to be aligned with the respective school's free/reduced lunch program.

6. A major proportion of the disputants' GPA's were evenly distributed in the less than 2.0 group and 2.0 to less than 3.0 group.

The disputants were perceived as having the following attributes:

1. Disputants are usually non-listeners.
2. Disputants usually have a history of past conflicts.
3. Disputants do not have problem solving skills and have different attitudes toward approaches to problems.
4. Students involved with school are less likely to be disputants.

5. What Is The Nature Of Conflicts Or Disputes In The School Utilizing Mediation?

The mediators were not allowed to mediate cases dealing with weapons, drugs, and assaults. From actual cases mediated, eight major categories of conflicts were identified. These were:

1. Gossip/Rumor
2. Arguments
3. Dirty Looks
4. Classroom Behavior
5. Harassment
6. Jealousy
7. Fight/Pending Fight
8. Invasion of Privacy

Across the two year period, the four major categories of conflicts which occurred most frequently were Gossip/Rumor, Harassment, Arguments, and Classroom Behavior. The highest proportion of the major conflicts at each project school was Arguments at KHS, Gossip/Rumor at KIS, and Harassment at LES. Sex and the categories of major conflicts were significantly related. The three most common female conflicts were Gossip/Rumor, Argument, and Harassment. The most common male conflict was Harassment.

On ethnicity, the Japanese, white, and part-Hawaiians were the three most involved as disputants. The Japanese disputants were more involved with Gossip/Rumor, Harassment, Arguments, and Classroom Behavior, in descending order; the white disputants were more involved with Harassment, Gossip/Rumor, Arguments, and Classroom Behavior, in descending order; and part-Hawaiian disputants were more involved in Gossip/Rumor, Harassment, Arguments, and Jealousy, in descending order.

6. What Are The Effects Of The Mediation Project On School Climate?

The mediators, disputants, administrators of project schools, project counselors, and project coordinator and assistant felt that the mediation project had positive effects on their respective school's climate. However, in most cases, the School Climate Assessment, pattern analysis, and school profile data (retentions, dismissals, suspensions, class offenses, and attendance) did not show discernible changes that would warrant possible positive effects on school climate. An exception was the results of the pattern analysis conducted for KIS. The KIS analysis showed a discernible positive trend which was proved statistically significant. Also, KIS's "C" offenses showed a noticeable declining pattern from before project to project years.

7. General Issues

The mediation project has a place in the educational school system and may not have to be a fad that will come and go.

The project was viewed favorably by mediators and disputants, and perceived to be beneficial to students. The mediators and disputants revealed that they were more competent in dealing with disputes and conflicts. Those interviewed favored project dissemination with appropriate resources.

The major question is whether or not the Department's state leadership sees a need for such a project and sees it as important enough to set a high priority for dissemination. The high priority is paramount because of the need to provide human resources to operate the project efficiently and effectively, and to prevent having "add ons" to an already heavy workload situation at the school level. Moreover, in addition to dedication, it is important that prospective project personnel possess the expertise in the area of conflict resolution and understand the mediation process. One suggestion was that the project emphasis should be on conflict resolution in general and mediation should be one option in the

repertoire of conflict management. Nonetheless, it is concluded that without the external resources from the University of Hawaii and Department, the DMSP would not have been able to operate as successfully as it did.

Should the Department see fit to pursue expansion, a "model" to follow exists.

Confidentiality as it operated in the project schools was not a problem.

Features of the mediation project in terms of likes, dislikes, and improvement were reported. These are recommended for review. The feasibility of the information should be assessed for future use.

I. Introduction

A. Background and Project Aims

Dispute Management In the Schools Project (DMSP) was begun in January 1986. A three year cooperative project between the University of Hawaii and the Hawaii State Department of Education, DMSP is one of the major projects under the University of Hawaii's Program on Conflict Resolution (PCR), which was established in 1986. The DMSP is partially supported through a grant from the William and Flora Hewlett Foundation and the Wallace Alexander Gerbode Foundation.

DMSP subscribes to the mediation process as an alternative approach to dispute or conflict management. Mediation was operationally installed as a process in which an impartial third party (mediator) with the consent of the disputing parties (disputants) intervenes in a dispute and assists the disputants in negotiating an agreement or settlement based on mutual consensus. A simple scenario describing the mediation process is explained as follows:[1]

Mediation is the settling of problems, disputes, or conflicts by trained people called mediators. Mediators meet in the same room with the people who are in conflict (disputants). Each disputant tells his/her story and how he/she feels about the problem. Then each disputant meets separately (caucus) with the mediator. All parties return for additional face-to-face discussion. Additional caucuses are held when necessary in order to find possible solutions to the problem. In searching for solutions, mediators explore sore points in the disputants' relationship. Mediators try to help the people in conflict work out whatever misunderstanding and bad feelings they may have toward one another.

---

[1]The information was taken from the Training Manual for School Mediation by Dr. Melvin Ezer, Department of Educational Foundations, University of Hawaii. It is an adaptation of the training procedures and processes developed by the Neighborhood Justice Center of Honolulu and was used to train students at Charlestown High School in Charlestown, Massachusetts in May 1984.

Mediators are not judges or counselors. They try to act as a go-between for the people in dispute. They let each person present his/her own side of the conflict. If and when an agreement is reached by the disputants, they are brought together to write and sign their agreement.

The aims of the Dispute Management in the Schools Project were two-fold. They were as follows:

1. The development and testing of an experimental model of dispute or conflict management in a school complex (elementary, intermediate, and high school). The model features mediation as a means toward dispute or conflict management.

2. The examination of basic questions about the nature of conflict in schools.

B. Purposes of Study

The purposes of this research study were as follows:

1. To determine the extent to which the Dispute Management in the Schools Project has been developed and operationally installed in a school complex.

2. To examine the basic questions about the nature of disputes or conflicts in the schools.

3. To determine the effects of the project upon the school's climate or environment.

C. Rationale of Study

It is hoped that this study will contribute to the development of approaches and skills for use by prospective practitioners of dispute management and contribute to the general body of educational

knowledge. More specifically, the study will provide information that will assist in the following ways:

1. Prepare for program adoption activities or outcomes.

2. Demonstrate quality of the program to others (elementary, intermediate, and high schools).

3. Identify and analyze approaches/components which are strong as well as weak and revise the weak approaches/components.

D. Participating Schools

This study involved three project schools and five non-project schools from the Honolulu school district. The three project schools were Kaimuki High (KHS), Kaimuki Intermediate (KIS), and Liholiho Elementary (LES). The five non-project schools were comparison schools without the mediation project.

II. Research Questions

Coincident with the three purposes of this study, the research questions addressed were as follows:

1. To what extent has the mediation project been developed and installed?

2. What are the effects of mediation as a means to manage disputes in the school?

   a. What are the effects of mediation as a means to manage undesirable student-student conflict?

   b. What are the effects of mediation as a means to manage undesirable student-school conflict?

   c. What are the effects of mediation as a means to manage undesirable school-community conflict?

3. What are the attributes of an effective (successful) mediator?

   a. Should mediators be of the same school, grade level (age), ethnic group, sex, or position as the disputants?

   b. Should the mediator know the parties?

4. What are the attributes of disputants?

5. What is the nature of conflicts or disputes in the school utilizing mediation?

6. What are the effects of the mediation project on school climate?

Ancillary questions to be addressed are:

1. How should mediators handle confidentiality?

2. Is mediation a strong force that will become a permanent part of our school "justice" system or a passing fad?

III. Methodology

A. General Strategy

A Case Study model was used in conducting this study. A case study was deemed most appropriate because of the need to have a design that will respond to ongoing influences, and evolve as it accommodates changing problems and program activities. A case study was deemed to provide a natural "unobtrusive" inquiry. The case study unit was the mediation project.

The case study involved three project schools with the dispute-management program and comparison schools without the program. Background, current status (as well as past), and environmental interactions of the schools were examined.

The comparison schools were selected from the same school district as the project schools. The schools selected were two elementary schools, designated as schools A and B; two intermediate schools, designated as schools AI and BI; and one high school, designated as school AH.

Four major techniques for gathering information were used for this study. A description of each follows:

1. Questionnaires.

Two different sets of questionnaires with parallel questions were developed to elicit views/opinions of people involved with the project at KHS, KIS, and LES. One set (Staff Opinionnaire) was designed to survey school administrators, teachers, and counselors; the second set (Questionnaire for Mediation Project Participant (QMPP) was designed to survey mediators and disputants. Because of the parallel questions, responses from the two groups were compared and analyzed. The questionnaires were administered in the spring of 1987 and 1988. Response rates are reported in Table 1. The questionnaire instruments and tallied results are reported in Appendices A and B, respectively. For this study, a 70% or higher response on an item choice was construed as a criterion of significance.

2. Interview.

Three parallel sets of interview guide questions were constructed to elicit the views/opinions of the project school administrators, the project counselors, and the project coordinator (and his assistant) about the mediation project. The questions were unstructured to allow the interviewer greater latitude in asking broad questions, and semistructured to allow for individual responses. Those interviewed from the three project schools were the three school principals, the three project counselors, and the project coordinator (and his assistant). Except for one project counselor, all interviewees were with the project for two years

(1987 and 1988). The interviews were conducted in the spring of 1987 and 1988. The interview guide questions for the three groups are reported in Appendices C, D, and E.

3. School Climate Survey.

Each school in the Honolulu District administers the Honolulu District's School Climate Survey to students, faculty, and parents in the spring. The reported data represent survey results from the 1985-86 (before project year), 1986-87 and 1987-88 school years (the latter two years are project years). They provided information about the views of the respondents on general school climate.

4. Unobtrusive Measures.

School profile reports were examined to determine the status of school conflicts (suspensions, offenses, etc.). Also, ongoing data which were being collected by the project coordinator were examined (see Appendix F: Dispute Management In the Schools Project, Data Sheet).

Various data collection techniques were utilized and the following list the data elements:

1. About mediators and disputants.

   a. Age (grade level)
   b. Ethnicity
   c. Sex
   d. Occupational position as applicable

2. Project data for 1986-87 and 1987-88. See Appendix F: Dispute Management In the Schools Project, Data Sheet.

3. General school-community demographic information (economic, social composition).

4. Status of school climate questionnaire results for project and comparison schools.

5. Status of school conflicts and other disciplinary variables for project and comparison schools.

6. Teacher, administrator, mediator, and disputant opinions about the mediation processes to manage disputes/conflicts in the school.

7. Nature of conflict, the sessions, and results of the mediation activity -- number of successful cases.

8. Academic information about mediators and disputants.

9. Academic information or profile of the school in general.

10. Information about suspension, grade point average, offenses.

The data analysis scheme is qualitative, but the results are presented in a descriptive analytical manner. The measurement strategy used is triangulation, a process of incorporating two or more independent measurement processes to confirm a proposition. Through triangulation, a qualitative cross-validation among multiple data sources and research methods were used in addressing problems or effects. In some instances, where applicable, statistical analyses were conducted.

More specific information about the methodology for the research questions is provided in the next section.

B. Approaches to Research Question

1. To what extent has the mediation project been developed and installed?

Details of the project background, purposes, governance structure, program phases and activities are described in Dispute Management In The Schools Project: Working Paper #1 (PCR Working Paper Series 1988 - 2).

This question was addressed by soliciting the views/opinions of people in the project about the adequacy of project development and installation. Adequacy was found in communication, training, selection of prospective mediators, installation strategy, and mediator assignments. Information requirements and sources were:

a. Communications

Adequacy of communication was determined by asking the interviewees the following questions:

1) Were project goals and objectives clearly stated? 2) Was the mediation project explained well enough to be understood? 3) Was the project well coordinated with the regular school program? 4) Were procedures for involvement in the mediation project clearly communicated? and 5) Were parents notified about the project? Questionnaire items addressing communication are: Staff Opinionnaire items 1, 2, 3, 4, and 5; and QMPP items 1, 2, 3, and 4.

b. Training

Adequacy of training was determined by asking the mediators whether their training was adequate and utilizing the interview guide questions for the following positions:

1) administrators: item 7; 2) counselors: item 1; and 3) project coordinator (and assistant): items 1, 2, and 4. A

questionnaire item (22) in the QMPP also addressed training.

c. Selection of Prospective Mediators

Adequacy of selecting prospective mediators was determined by examining the procedures for selection and utilizing the interview guide questions for the following positions:

1) administrators: item 8; 2) counselors: item 1; and 3) project coordinator: item 3.

d. Installation Strategy

Adequacy of installation was determined by examining the implementation process and available resources and utilizing the interview guide questions for the following positions:

1) administrators: item 1; 2) counselors: item 4; and 3) project coordinator: item 4.

e. Mediator Assignments

Adequacy of mediator assignments was determined by examining the basis on which mediators were assigned to cases. Interview guide questions for the following positions were also analyzed:

1) counselors: items 2 and 3; and 2) project coordinator: item 2.

2. What are the effects of mediation as a means to manage disputes in the school?

To address this question, the following research hypotheses were generated:

a. Mediation is an effective means to manage disputes or conflicts in the school.

b. Mediation is effective in managing undesirable student-student conflict.

c. Mediation is effective in managing undesirable student-school conflicts.

d. Mediation is effective in managing undesirable school-community conflict.

To test these hypotheses, views and opinions of people involved with the mediation project were obtained. The people queried were the staff, administrators, mediators, disputants, and project coordinator and his assistant. Questionnaire items addressing the problem were:

a. Staff Opinionnaire: items 6, 7, 8, 9, 10, 15, 16, and 17

b. QMPP Questionnaire: items 5, 6, 7, 8, 12, 13, and 14

c. Interview Guide Questions: item 5 (counselors)

3. What are the attributes of an effective (successful) mediator?

To address this question, the following research hypotheses were generated:

a. To be more effective, mediators should be of the same school, sex, grade level (age), ethnic group, and position as the disputants.

b. Mediators who know the disputants are more effective than mediators who do not know the disputants.

To test these hypotheses, views and opinions of people involved with the mediation project were obtained. Part of the information collected for mediator assignments which were discussed previously applies to this problem. The people queried were the staff,

administrators, mediators, disputants, and project coordinator and his assistant.

Questionnaire items addressing the problem were: QMPP questionnaire -- items 15, 16, 17, 18, 19, 20. Interview guide questions relating to the problem have been reported in the mediator assignment section -- items 2 and 3 (counselors), and item 2 (project coordinator and assistant).

4. What are the attributes of disputants?

This question was answered by soliciting the views/opinions of people involved in the project through interviews and examining the field data. The focus was to determine attributes of disputants that are unique. The people interviewed were the counselors and project coordinator (and assistant). Interview guide questions relating to this question were item 6 (counselors) and item 5 (project coordinator). Descriptive data collected were age (grade level), ethnicity, sex, occupational position (as applicable), and grade point ratio.

5. What is the nature of conflicts or disputes in the school utilizing mediation?

This question was answered by investigating the nature and types of conflicts that occurred in the school. These data were analyzed with the field data collected by the project coordinator and counselors of the schools.

6. What are the effects of the mediation project on school climate?

To address this question, the following research hypothesis was generated: The mediation project has a positive effect on school climate.

To test the hypothesis, the results of the School Climate Assessment Scale (Honolulu District's School Climate Survey) for

elementary and secondary school students and adults were analyzed. A brief description of the scales follows:

a. Elementary School Climate Assessment Scale. This scale has four factors. They are General Climate, Program, Process, and Material. Only the results of the General Climate factor was used to determine project effects. Only grade 6 students were administered the scale. See Appendix G for a copy of the assessment scale with procedural administration instructions.

b. School Climate Assessment Scale (Survey Booklet for Secondary Students and Adults). This scale has four factors. Only the General Climate factor (31 items) together with its seven subfactors was used for analyses. The seven subfactors making up the General Climate factor are:

(1) Respect: Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due to others. In a positive climate there are no put-downs.

(2) High Morale: People with high morale feel good about what is happening.

(3) Opportunities for Input: Not all persons can be involved in making the important decisions. Not always can each person be as influential as he/she might like to be on the many aspects of the school's programs and processes that affect him/her. But every person cherishes the opportunity to contribute his or her ideas and know that they have been considered. A feeling of a lack of voice is counterproductive to self-esteem and deprives the school of that person's resources.

(4) Continuous Academic and Social Growth: Each student needs to develop additional academic, social, and physical skills, knowledge, and attitudes. (Many educators have described the growth process as achieving "developmental tasks." Educators, too, desire to improve their skills, knowledge, and attitudes in regard to their particular assignments within the school district and as cooperative members of a team.)

(5) Cohesiveness: This quality is measured by the person's feelings toward the school. Members should feel they are a part of the school. They want to stay with it and have a chance to exert their influence on it in collaboration with others.

(6) School Renewal: The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing, and changing rather than following routines, repeating previously accepted procedures, and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. Adjustments are worked out as needed. The "new" is not seen as threatening but as something to be examined, weighed, and its value or relevance determined. The school should be able to organize improvement projects rapidly and efficiently, with an absence of stress and conflict.

(7) Caring: Every individual in the school should feel that some other person or persons are concerned about him/her as a human being. Each knows it will make a difference to someone else if he/she is happy or sad, healthy or ill. (Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers -- at least most of them -- understand the

pressures under which he or she is working and will help if they can.)

SOURCE: SCHOOL CLIMATE IMPROVEMENT: A Challenge to the School Administrator, Phi Delta Kappan, 1973.

The people who were administered this scale were parents, principals/vice-principals, teachers, classified staff, certificated staff, and students enrolled in grades 7-12.

The school climate assessment scale survey for students and adults was administered in the spring of each school year. For this study, the survey results of the project schools (KHS, KIS, and LES) and comparison schools (A, B, AI, BI, and AH) were analyzed for effects. The rating scales were 1 - never, 2 - sometimes, 3 - mostly, 4 - always, and 5 - I don't know. A mean score rating based on a four point scale was reported for General Climate factor and subfactors of each responding group. The "I don't know" scale was not included in the computation of the mean. The significance of rating standards, established by the state and district, was as follows:

a. A rating of 1.0 through 1.9 suggests that an area is in need of attention (not satisfactory).

b. A rating of 2.0 through 2.9 suggests that the area is functioning satisfactorily.

c. A rating of 3.0 through 4.0 suggests that the area is functioning more than satisfactorily.

The significance of ratings was used as the standard to determine whether or not there were noticeable changes in the ratings by responding groups before and during the project years. In addition, using the results of the survey data, a pattern analysis was conducted for each project and comparison school. The pattern analysis was to determine whether or not there was a distinct pattern of direction or trend in the before and during project years ratings by the responding groups. An explanation of the procedure for the pattern analyses is reported in Section IV. F. 3. (page 63).

The survey data were collected from 1985-86 (before project years) and 1986-87 and 1987-88 (the latter two years are project years) for analysis. The 1985-86 data were extant.

In addition, unobtrusive measures were gathered from School Profile Reports: retentions, suspensions, dismissals, class offenses, and attendance.

7. General Issues

The issues investigated were:

a. Will mediation become a permanent part of our school "justice" system or a passing fad?

b. How should confidentiality be handled by mediators? in general?

c. What are the features about the mediation project in terms of likes, dislikes, and improvement?

These issues were addressed by obtaining the opinions of people involved with the project: the project school administrators, counselors, staff and project coordinator (and his assistant). Data sources are as follows:

a. General issue 7a (above): (1) Staff opinionnaire items 11, 12, 14, 15, and 18; (2) QMPP items 9, 10, 11, and 12; (3) Interview guide questions, items 2, 3, 4 and 9 (administrators); items 4b, 4c, and 5a (project coordinator); and items 4b and 4c (counselors).

b. General issue 7b (above): Interview guide questions, item 6 (administrator), item 5b (project coordinator), item 7 (counselors).

c. General issue 7c (above): (1) Staff opinionnaire items 19, 20, 21, and 22; (2) QMPP items 23, 24, 25 and 26.

C. Limitations of the Study

1. As noted, the response rates of the Staff Opinionnaire and QMPP are reported in Tables 1 and 2. Findings from the results of the surveys are limited to the small return rates for two years.

2. The case study approach may be vulnerable to subjective biases. However, as possible, an effort to minimize biases was done through the measurement strategy of triangulation.

IV. Results and Findings

A. To What Extent Has The Mediation Project Been Developed and Installed?

As already noted, this question was addressed by investigating the project's development and installation of communications, training, selection of prospective mediators, installation strategy and mediator assignments. The results and findings are reported as follows:

1. Communications

a. Were project goals and objectives clearly stated?

More than 70% of the staff responding in 1987 and 1988 indicated that project goals and objectives were clear; however, about 20% were not sure in both years. (Staff Opinionnaire Item 1)

Of the mediators responding, more than 90% in 1987 and 1988 indicated that project goals and objectives were clear. A closer examination of the data shows that only 60% of the KHS mediators in 1988 indicated clear goals and objectives. (QMPP Item 1)

Of the disputants responding, 93.3% in 1987 and 78.6% in 1988 indicated that project goals and objectives were clear. In 1988, only 40% of the KHS disputants indicated clear goals and objectives and 40% were not sure. (QMPP Item 1)

The results show that generally staff, mediators, and disputants indicated that project goals and objectives were clearly stated. However, a sizeable proportion of mediators and disputants at KHS in 1988 were either unsure or not clear about goals and objectives.

b. Was the mediation project explained well enough to be understood?

More than 80.0% of the staff responding in 1987 and 1988 indicated that they understood what mediation was and how it was used. (Staff Opinionnaire Item 2)

Of the mediators, 94.7% in 1987 and all (100%) in 1988 indicated that they understood what mediation was and how it was used. (QMPP Item 2)

Of the disputants, more than 89.9% in 1987 and 1988 indicated that they understood what mediation was and how it was used. (QMPP Item 2)

The results show that the mediation project was explained well enough to be understood.

c. Was the project well coordinated with the regular school program?

Of the staff responding, not more than 41.5% in 1987 and 1988 indicated that the project was coordinated well with the regular school program. About 40% of the staff were not sure. (Staff Opinionnaire Item 3)

The results show a need to communicate with staff the coordinative efforts of the project with the regular school program.

d. Were procedures for involvement in the mediation project clearly communicated?

Of the staff responding, 73.4% and 62.7% in 1987 and 1988, respectively, indicated that the procedures for involvement in the mediation project were clearly communicated. (Staff Opinionnaire Item 4)

Of the mediators, more than 84.0% in 1987 and 1988 indicated that the procedures for involvement in the mediation project were clearly communicated. (QMPP Item 3)

Of the disputants, 80.0% in 1987 and 75.0% in 1988 shared the same sentiments as the mediators. (QMPP Item 3)

The results show that with the exception of the 1988 staff respondents, procedures for involvement in the mediation project were clearly stated to staff, mediators, and disputants.

e. Were parents notified about the project?

Of the staff responding, only about 34.0% in 1987 and 1988 indicated that parents were notified about the project. (Staff Opinionnaire Item 5)

Of the mediators, 73.7% in 1987 and 85.0% in 1988 indicated that parents were notified about the project. (QMPP Item 5)

Of the disputants, only 40.0% in 1987 and 46.4% in 1988 indicated that parents were notified about the project. (QMPP Item 5)

The results show that from the standpoint of staff and disputants, there is a need to communicate with parents regarding the project.

f. Summary of Findings

The data show the following:

(1) Project goals and objectives were clearly stated. However, in 1988, a large proportion of the mediators and disputants at KHS were unsure or did not share the same sentiment.

(2) The mediation project was explained well enough for the staff, mediators, and disputants to understand the project.

(3) The staff were unsure or did not feel that the mediation project was well coordinated with the regular school program.

(4) Procedures for involvement in the mediation project were clearly stated to the staff, mediators, and disputants.

(5) There needs to be more communication with parents about the project as perceived by the staff and disputants.

In the area of communication, coordinative efforts of project personnel with school personnel and parents appear to be a concern and need to be improved.

2. Training

a. An overwhelming proportion of the mediators (100% in 1987 and 94.1% in 1988) indicated that the training they received to become mediators was adequate. (QMPP Item 22)

b. Interview responses from the administrators, project counselors, and project coordinator and his assistant were generally similar for 1987 and 1988. In 1987, the interviewees indicated that the training provided to mediators was extensive and adequate; adequate because there were quality "follow-up" training sessions provided by the project coordinator and his assistant. However, more role playing activities as well as practice sessions for mediators was suggested. Training sessions during school hours were not recommended because the students would have to miss regular classes.

In 1988, one interviewee said that it was easier to train mediators this time around since the project was in its second year. In general, the training sessions were conducted adequately; the contents were brought down to the students' level. It was said that the project coordinator and his assistant should be commended for their efforts. The training that they provided was at a mature level. The interviewees made the following comments and suggestions for improvement:

(1) Training should be an ongoing process. The mediators wanted more training experience sessions than they were provided. Every case can be treated as a training tool by doing critiques or having debriefing exercises. There were not too many cases so some of the mediators did

not have the opportunity to "sharpen" their skills in mediation.

(2) The training sessions should include more skill building in the communication areas of listening, reading body-language, and asking appropriate questions.

(3) A checklist of tasks for mediators to follow during mediation should be provided.

(4) The communication skills developed in the initial training session should be reiterated after each mediation case to reinforce the concepts.

(5) The initial training session should be extended from three to four days. The additional day would provide time for putting everything learned into the proper context of the mediation process. Also, there will be enough time to present a demonstration of an ideal mediation session to serve as a model or guide for mediators to follow.

(6) It would be ideal if there were a Mediation Club in which mediators can simulate mediation activities among themselves to sharpen their skills.

(7) The training, although adequate, was at the introductory level. It should be more intensive. The sessions were more evaluative rather than instructive where skills are addressed and taught. When the students were trained, they were inexperienced; thereby, they did not know what to expect. Therefore, they could not participate intelligently. With the experience, they could participate productively in the training sessions. It would help if there were follow-up training sessions to build on the evolving experiences of the mediators.

It was reported that there were no follow-up training sessions held at KHS and KIS in 1988. The reason was that the project coordinator and his assistant were strategically withdrawing from some of the activities so as to motivate more independence to undertake responsibilities at the school level.

c. Summary of Findings

The data show that the training of mediators was adequate. The project coordinator and his assistant were commended for their efforts. Seven comments and suggestions were provided for improvement.

3. Selection (Recruitment) of Prospective Mediators

The administrators, project counselors, and project coordinator and his assistant were interviewed about the adequacy of the selection process of prospective mediators. They indicated that the selection procedures used in recruiting mediators were adequate. They commented that the mediators in 1987 and 1988 were excellent. The following are comments and suggestions to improve the selection process:

a. Although the major criterion was to use teacher judgment in identifying student leaders, student participation in the selection process was a strong recommendation.

(1) The use of a sociogram appeared to be useful in the student involvement process.

(2) At one school, in addition to teacher recommendations, prospective candidates were recommended by mediators.

(3) Students interested in mediation should be allowed to apply (self-referral).

(4) A mediator should be involved in interviewing prospective candidates.

b. Since the selection process calls for teachers nominating students perceived as leaders, it is paramount that the teachers have a good understanding about the mediation project. With understanding, the teachers can make better selections.

In summary, the selection process of recruiting mediators appeared to be adequate. Strongly suggested was the use of students in the selection process. Four such suggestions were given. It was highly recommended that teachers have a good understanding of the project to assist in making better selections or choices.

4. Installation Strategy

The administrators, project counselors, and project coordinator and his assistant were interviewed about the installation strategy of the project. In 1987, the interviewees generally indicated that it would have been difficult to operate a mediation project under normal staffing. Additional positions for a project coordinator and an assistant were needed to train, follow up, participate in mediation sessions, etc. These two positions were external or additional resources. In 1988, the interviewees generally shared the same sentiments as in 1987. The comments were as follows:

a. The initial installation would require someone with expertise in mediation. The expertise should come from external resources. However, with experience, the mediation project can operate and continue with minimal external help if the school has someone who understands the intake process and is fully committed to the program.

b. The installation and continuance of the program would require additional resources. During the second year it was easier to operate the program because there was an increase in

"normal" staffing (a full-time counselor was provided). The program can be continued but it would be burdensome if there were no one to train mediators and conduct follow-up activities.

c. There needs to be a full-time coordinator for this project at the school. The coordinator could concentrate efforts to generate more staff participation, and as a result it may encourage counselors to make more case referrals to mediation. Presently, counselors are "solving" problems on an expediency basis. There were very few referrals made in 1988.

d. With so many responsibilities, it would be difficult to manage an "add-on" project without additional resources.

e. There needs to be at least two strong school people actively involved in the project. With strong leaders, the mediation project can be implemented from within.

In summary, the initial installation of the mediation project at the school level would require persons with the expertise on all facets of the mediation process (philosophy, selection of prospective persons for mediators, training, assignment of mediators, intake system and follow-up) and who would be fully committed. The schools' administrators without additional resources would be hard pressed to operate a mediation project.

The overall mediation project's installation would not have been possible if the participation and confidence of the educational establishment for the DMSP were not secured. This part of the installation process is described as Phase I, Start-Up Activities (Unfreeze), Pre-entry stage in Working Paper #1. More specifically, the conduct of the Pre-entry stage activities made it possible for the systematic installation of the mediation project at Kaimuki High School, Kaimuki Intermediate School, and Liholiho Elementary School. The Pre-entry stage activities included the

touching of bases with key leaders (State Superintendent, Deputy Superintendent, District Superintendent, Assistant Superintendent for Personnel Services, and school principals); with external influences (Chairman of the Board of Education, Presidents of Hawaii State Teachers Association and Hawaii Government Employees Association); and key players (project personnel and school principals). The authorized release of a position for a full-time project coordinator by the Department of Education was a major accomplishment resulting from the Pre-entry stage, and it signified the Department is to commitment and confidence in the DMSP. The Pre-entry stage process as it turned out was strategically well executed.

5. Mediation Assignment

The project counselors (3) and the project coordinator and his assistant were interviewed to determine how or on what basis mediators were assigned to cases. They indicated that there were no specific guidelines for school persons to use in assigning mediators to cases in 1987 and 1988. It was found that "gut" feeling was more the rule than an exception (physical size of disputants, etc.) when assigning mediators to cases. The cooperativeness of the classroom teacher to release students who are mediators and disputants from class was also a major criterion for assignment. Teachers were concerned about students missing valuable class time for mediation. The reluctance of teachers to release students posed scheduling problems because the availability of mediators was curtailed. Random assignments were not operationally feasible. The interviewees' comments about selected factors which may influence assignment were as follows:

a. <u>Scheduling</u>:

It was difficult to schedule mediation sessions at the convenience of all parties concerned. At one school, mediation sessions were scheduled after school, but because of poor response or attendance, after school sessions were stopped.

Sessions were later confined to the 5th and 6th periods.

b. Same School:

Mediators need not be from the same school as the disputants. However, should mediators from other schools be used, there would be scheduling problems/difficulties.

c. Same Sex:

Sex may be a factor for assigning mediators. Whether mediators and disputants need to be of the same sex depends on the problem. In some cases, female disputants requested male mediators.

d. Same Grade Level (Age):

There were mixed views reported. The grade levels of mediators and disputants would not matter, if the mediators were experienced. Another view is that the grade levels among the parties in the mediation sessions should be considered. This view holds that the mediators should be in the same grade level or at a higher grade level (or age) as the disputants.

e. Ethnicity:

One person indicated that ethnicity is not a factor, and that the disputant's perceived disposition by his peers (e.g., "jock" type, "intelligent" type, etc.) is more important. Another indicated that there should be some ethnic balance in certain cases.

f. Position:

Teacher-student conflicts would require an adult mediator. One person indicated that teacher-student conflicts are an

administrative problem and should be handled by an administrator.

g. Familiarity with Disputants:

Familiarity was reported as a possible factor to consider when assigning mediators. In cases where the mediators are familiar with one or more of the disputants, the assignment would be made by getting the parties to mutually agree. Should there be no agreement, another mediator is considered for assignment. Field data show that familiarity is not a major factor is assigning mediators.

h. Number of Mediators:

It was strongly suggested that two or co-mediators working together on a mediation case would to be the best arrangement.

In summary, the assignment of mediators to cases depended on how the project counselors assessed the problem situation. In some cases, the problem situation called for the consideration of the mediators' and disputants' ethnicity, sex, grade level, position, and familiarity with each other; whereas, in others, these variables were not a factor. However, as a general rule, a teacher mediator or an adult mediator together with a student mediator was assigned to teacher-student type disputes.

A major criterion for assignment was the willingness of teachers to release students from classes. Some teachers were reluctant in allowing students to miss classes for mediation. This contributed to scheduling problems and curtailed the availability of mediators. Also, two mediators assigned to work as co-mediators on a case appeared to be the best arrangement.

The question "To what extent has the mediation project been developed and installed?" was addressed. The following summarizes the responses

to the question:

1. The Phase I, Start-up Activities (Unfreeze), Pre-entry stage was strategically well executed. As a result, the participation and confidence of the educational establishment were secured.

2. In the area of communication, project goals and objectives were clearly stated; the project was explained well enough for staff, mediators, and disputants to understand; and procedures for involvement in the project were clearly stated. However, the coordinative efforts between project personnel, school, and parents can be improved.

3. The training of students to become mediators was adequate. The following suggestions were made:

   a. That the training be an on going process.

   b. That the training include skill building in listening, reading body language, and asking questions.

   c. That a checklist of mediation tasks be provided.

   d. That the communication skills developed initially be reinforced after each case.

   e. That the initial training sessions be extended from 3 to 4 days.

   f. That a mediation club for simulating mediation activities and providing mediators with a support group or network be formed.

   g. That the training be more intensive.

4. The selection process of recruiting mediators was adequate. However, to improve the process, students should be used in the

selection process. For making better selection, teachers need a good understanding of the project.

5. The initial installation of the project at the school level required people with expertise in all facets of mediation. The schools would be hard pressed to operate a mediation project without additional resources. There needs to be strong school leadership or advocacy and commitment.

6. Mediator assignments to cases depended on how problem situations were assessed by the project counselors. Much also depended on the teachers' willingness to release students from classes for mediation. Because of this, scheduling mediation sessions at the convenience of all parties was difficult. Teacher-student type disputes required at least one adult mediator together with the student mediator as co-mediator.

7. Having two mediators working as co-mediators on a case was reported as the best arrangement.

The mediation project has been operating in three project schools for two years (1986-87 and 1987-88). Much has been learned from this experience. Programmatic and procedural changes were undertaken as the project evolved to make for more efficient and effective operation. Details of changes or adjustments are reported in Working Paper #1. In general, the DMSP, as it was developed and installed, appears to have had a good start in the three schools.

B. What Are The Effects of Mediation As A Means To Manage Disputes In The School?

To determine the effects of mediation, related research hypotheses were generated. The hypotheses are as follows:

a. Overall hypothesis: Mediation is an effective means to manage disputes or conflicts in the school.

b. Sub-hypotheses:

(1) Mediation is effective in managing undesirable student-student conflict.

(2) Mediation is effective in managing undesirable student-school conflict.

(3) Mediation is effective in managing undesirable school-community conflict.

These hypotheses were tested by obtaining the views and opinions of people involved with the project as well as examining field data. The results and findings are as follows:

1. Mediation is effective in managing undesirable student-student conflict.

Of the staff responding, 57.8% in 1987 and 60.0% in 1988 indicated that mediation was effective for managing student-student disputes. More than 30% of the staff in 1987 and 1988 were not sure. (Staff Opinionnaire Item 7)

Of the mediators responding, 78.9% in 1987 and 80.0% in 1988 indicated that mediation was effective for managing student-student disputes. (QMPP Item 6)

An overwhelming proportion of the disputants (90.0% in 1987 and 85.7% in 1988) indicated that mediation was effective in managing student-student disputes. (QMPP Item 6)

Of the staff responding to a related, question over 82.0% in 1987 and 1988 indicated that mediation was useful in dealing with misunderstandings, personality differences, and communication problems. (Staff Opinionnaire Item 16) Not more than 42.2% of the staff in 1987 and 1988 indicated that mediation was useful in dealing with violence, vandalism, and high dropout rates. (Staff

Opinionnaire Item 17)

Of the mediators responding, all (100%) in 1987 and 1988 indicated that mediation was useful in dealing with misunderstandings, personal differences, and communication problems. (QMPP Item 13) Only 31.6% of the mediators in 1987 and 1988 indicated that mediation was useful in dealing with violence, vandalism, and high dropout rates. (QMPP Item 14)

Of the disputants responding, 96.7% in 1987 and 92.9% in 1988 indicated that mediation was useful in dealing with misunderstandings, personal differences, and communication problems. (QMPP Item 13) Only 50.0% and 75.0% of the disputants respectively, in 1987 and 1988 indicated that mediation was useful in dealing with violence, vandalism, and high dropout rates. (QMPP Item 14)

The response patterns of the staff, mediators, and disputants on the usefulness of mediation in dealing with types of disputes appeared to be the same (Staff Opinionnaire Items 16 and 17 and QMPP Items 13 and 14). They all indicated that mediation was useful in dealing with misunderstandings, personality differences, and communication problems; but not in managing violence, vandalism, and high dropout rates.

Examining the response patterns of the staff on Staff Opinionnaire Items 7, 16, and 17, indicates that the low sentiment expressed by the staff about the effectiveness of mediation in managing student-student disputes may be due to the general nature of the question (Item 7). The response patterns on the three questions strongly suggest that the staff does view mediation as an effective means in managing student-student disputes provided that the conflicts exclude certain problem types such as violence, vandalism, and high dropout rates.

The number of mediation cases reported by schools for 1987 and 1988 presented in Table 2. There were 80 and 56 cases mediated in

1987 and 1988, respectively. Of these, 78 cases in 1987 and 55 cases in 1988 reached agreements. Seven of these agreements were later broken. Of the 136 cases (two years), 12 were teacher-student disputes.* Excluding the 12 teacher-student dispute cases and including the three non-agreement cases results in a total of 124 student-student dispute cases. Of these, 91.9% were deemed successful. Overall, there was a 92.6% success rate (includes teacher-student and non-agreement cases).

*The information was obtained from Dispute Management in the School Project - Data Sheet - 1987 and 1988.

When the project counselors were asked how they would have handled student referrals which went through mediation if there were no mediation project, the responses were as follows:

a. There would probably have been more actual fights and suspensions without mediation. Those referrals because of the mediation resulted in a more productive and constructive avenue for arriving at solutions. Generally, there were no repeat cases after mediation.

b. If there were no mediation project, the referrals would have been handled through the use of regular counseling techniques. The dilemma at this time is whether to solve problems quickly to save time or to take the time to teach students to solve their own problems. Without the proper resources and required time, managing problems through "counseling" is the preferred route.

c. If there were no mediation project, the problems would have been approached through the use of counseling techniques. However, for certain problems, mediation is more effective and has longer positive effects.

In summary, the staff, mediators, and disputants indicated that mediation was effective for managing undesirable student-student disputes, with the exclusion of problem types such as violence, vandalism, and high dropout rates. The field data showed a 91.9% success rate in managing student-student dispute cases through mediation. Interview data indicated the positive long-term effects of mediation. Thus, the overall data appear to support the hypothesis that mediation is effective in managing undesirable student-student conflict of certain problem types.

2. Mediation is effective in managing undesirable student-school conflict.

Teacher-student disputes were classified under student-school conflicts. Of the staff responding, only 43.6% in 1987 and 42.5% in 1988 indicated that mediation was effective in managing student-teacher disputes. More than 40.0% of the staff were not sure. (Staff Opinionnaire Item 8)

Of the mediators responding, 68.4% in 1987 and 50.0% in 1988 indicated that mediation was effective in managing student-teacher disputes. A large proportion of the mediators were not sure (26.3% in 1987 and 40.0% in 1988). (QMPP Item 7)

Of the disputants responding, 56.7% in 1987 and 67.9% in 1988 indicated that mediation was effective in managing student-teacher disputes. (QMPP Item 7)

There were 12 teacher-student dispute cases reported in 1987 and 1988 (combined). Contrary to the small percentage of staff, mediators, and disputants who indicated that mediation was effective in such cases, all 12 cases were mediated successfully and no case agreements were broken.*

* The information was obtained from Dispute Management in the Schools Project - Data Sheet - 1987 and 1988.

Of the staff responding, only 48.4% in 1987 and 44.0% in 1988 indicated that mediation was effective in managing student-school disputes. Over 40.0% of the staff in 1987 and 1988 were not sure. (Staff Opinionnaire Item 9)

Other than the student-teacher type disputes, there were no student-school dispute type cases (e.g., breaking school rules, etc.).

In summary, the staff's, mediators', and disputants' opinions do not support the hypothesis. The 12 student-teacher dispute cases which were successfully mediated offer promising testimony but there needs to be more research in this area.

3. Mediation is effective in managing undesirable school-community conflict.

Of the staff responding, only 20.3% in 1987 and 25.3% in 1988 indicated that mediation was effective in managing school-community conflicts. Over 62% of the staff in 1987 and 1988 were not sure. (Staff Opinionnaire Item 10)

Of the mediators responding, only 52.6% in 1987 and 50.0% in 1988 indicated that mediation was effective in managing disputes between school and community. (QMPP Item 8)

Of the disputants responding, about the same proportion as the mediators in 1987 and 1988 indicated that mediation was effective in managing disputes between school and community. (QMPP Item 8)

No school-community conflict type cases were mediated.

Thus, the data do not appear to support this hypothesis that mediation is effective in managing undesirable school-community conflict. There needs to be more research in this area.

4. Mediation is an effective means to manage disputes or conflicts in the school.

Of the staff responding, 76.6% and 71.1% in 1987 and 1988, respectively, indicated that the school had more options available in handling discipline because of the mediation project. (Staff Opinionnaire Item 6)

Of the mediators responding, 68.4% in 1987 and 95.0% in 1988 indicated that the school had more options available in handling discipline because of the mediation project. (QMPP Item 5)

Of the disputants responding, 76.7% in 1987 and a lesser proportion (67.9%) in 1988 indicated that the school had more options available in handling discipline because of the mediation project. (QMPP Item 5)

Of the staff responding, 70.3% in 1987 and 64.9% in 1988 indicated that mediation should be part of the disciplinary process in the school (Staff Opinionnaire Item 15)

Of the mediators responding, 66.7% in 1987 and 55.0% in 1988 indicated that mediation should be part of the disciplinary process in the school. In 1988, 40% of the mediators were not sure. (QMPP Item 12)

Of the disputants responding, 83.3% and 71.4% in 1987 and 1988, respectively, indicated that mediation should be part of the disciplinary process in the school. (QMPP Item 12)

In sum, the staff and mediators in 1988 and disputants in 1987 felt there were more options available in handling discipline problems. Furthermore, only the disputants felt that mediation should be part of the school's disciplinary process. Given the results, on the effects of mediation, it can be concluded that mediation is effective in managing disputes in the school when they involve student-student disputes resulting from personality differences, misunderstandings, and communication problems.

C. What Are The Attributes Of An Effective (Successful) Mediator?

To determine the attributes of an effective mediator, the following hypotheses were generated:

1. To be more effective, mediators should be of the same school, sex, grade level (age), ethnic group, and position as the disputants.

2. Mediators who know the disputants are more effective than mediators who do not know the disputants.

These hypotheses were tested by obtaining the views and opinions of people involved with the project as well as examining field data. The results and findings are as follows:

1. To be more effective, mediators should be of the same school, sex, grade level (age), ethnic group, and position as the disputants.

The following are views of mediators and disputants relative to the hypothesis:

a. Same school:

Of the mediators responding, 57.9% in 1987 and 55.0% in 1988 indicated that mediators, to be more effective, should come from the same school as the disputants. In 1988, 45% of the mediators responding did not share the same sentiment. (QMPP Item 15)

Of the disputants responding, 60% in 1987 and 50.0% in 1988 indicated that mediators, to be more effective, should come from the same school as the disputants. At least 30% of the disputants in 1987 and 1988 did not share the same sentiment. (QMPP Item 15)

There was an instance where mediators from a different school were called to mediate a case. The mediation case was

successfully conducted by the "outside" mediators.

b. Sex:

Of the mediators responding, 26.3% in 1987 and 35.0% in 1988 indicated that to be more effective, mediators should be of the same sex as disputants. More than 50% of the mediators did not share the same sentiment. (QMPP Item 16)

Of the disputants responding, only 23.3% in 1987 and 28.6% in 1988 indicated that to be more effective, mediators should be of the same sex as the disputants. More than 60% in 1987 and 71.4% in 1988 did not share the same sentiment. (QMPP Item 16)

c. Ethnic Group:

Of the mediators responding, 21.1% in 1987 and 25.0% in 1988 indicated that to be effective, mediators should be of the same ethnic group as the disputants. More than 50.0% in 1987 and 1988 did not share the same sentiment. (QMPP Item 17)

Of the disputants responding, 16.7% in 1987 and 32.1% in 1988 indicated that to be more effective, mediators should be of the same ethnic group as the disputants. More than 60.0% in 1987 and 1988 disagreed. (QMPP Item 17)

d. Age or Grade Level:

Of the mediators responding, 36.8% in 1987 and 40.0% in 1988 indicated that to be more effective, mediators should be about the same age (or grade level) as the disputants. At least 50% in 1987 and 1988 disagreed. (QMPP Item 18)

Of the disputants responding, 43.3% in 1987 and 46.4% in 1988 indicated that to be more effective, mediators should be about the same age (or grade level) as the disputants. More than

46.7% in 1987 and 1988 disagreed. (QMPP Item 18)

e. Position:

Of the mediators responding, 52.6% in 1987 and 60% in 1988 indicated that to be more effective, mediators should hold about the same position as the disputants. More than 36.8% in 1987 and 1988 disagreed. (QMPP Item 19)

Of the disputants responding, 66.7% in 1987 and 64.3% in 1988 indicated that to be more effective, mediators should hold the same position as the disputants. (QMPP Item 19)

As reported earlier, it was strongly suggested that for teacher-student type disputes, there should be at least one teacher or adult as a co-mediator with a student.

Based on the views of the mediators and disputants, the data do not appear to support the hypothesis that to be more effective, mediators should be of the same school, sex, grade level (age), ethnic group, and position as disputants. This finding parallels the findings from mediator assignments reported previously (project counselors' views).

2. Mediators who know the disputants are more effective than mediators who do not know the disputants.

Of the mediators responding, only 21.1% and 30.0% in 1987 and 1988, respectively, indicated that to be more effective, mediators and disputants should know each other. More than 60.0% in 1987 and 1988 disagreed. (QMPP Item 20)

Of the disputants responding, only 36.7% in 1987 and 50.0% in 1988 indicated that mediators, to be more effective, should know the disputants. In 1987 and 1988, 50% of the disputants disagreed. (QMPP Item 20)

Table 3 reports the degree of familiarity between mediators and disputants for 1988. LES did not collect familiarity information. Overall 40 disputants report being "very familiar" with the mediators of their sessions; 19 disputants, "not too familiar"; and 15 disputants, "not familiar". In some instances, the familiarity between mediators and disputants was not balanced. That is, one of the disputants may have been familiar with the mediator and the other not familiar. Of these, the field data show that all degrees of familiarity experienced high resolution success. There were two cases with broken agreements. These cases had one with "very familiar" and the other with "not familiar".

Thus, based on the views of mediators and disputants and the field data, the hypothesis -- mediators who know the disputants are more effective than mediators who do not know the disputants -- cannot be supported.

Project counselors and project coordinator and assistant were asked if they could identify characteristics of an effective mediator. The following composites of a good mediator were given:

1. Need to be confident -- strong character.

2. Need to have a good understanding of the mediation process.

3. Need the ability to write agreements clearly.

4. Need to be directive.

5. Need to have leadership qualities.

6. Need to be responsible persons.

7. Need to be caring.

8. Need to be a good listener and need to know how to ask questions.

9. Need not be active student council type.

D. What Are The Attributes Of Disputants?

The focus was to determine whether or not the attributes of disputants are unique, therefore predictable and identifiable. Views/opinions of people involved in the project were solicited through interviews. Field data were examined and analyzed.

The project counselors and project coordinator and assistant perceived disputants as having the following attributes:

1. Disputants are usually non-listeners.

2. Disputants usually have a history of past conflicts.

3. Disputants do not have problem-solving skills and have different attitudes toward approaches to problems.

4. Students involved with school are less likely to be disputants.

Table 4 reports the number of disputants by sex and school for 1987 and 1988. Table 5 reports the number and percent of disputants by sex and grade level for 1987 and 1988, combined. The data show the following:

1. The ratio of female to male disputants is 145 to 61 in 1987 and 73 to 52 in 1988. A 2 x 2 chi-square test was conducted to determine whether the null hypothesis -- there is no difference in the frequency of male and female disputants -- should be rejected at the .05 significance level. The chi-square test indicated the difference to be statistically significant ($X^2 = 4.95$, d.f = 1, $p < .05$). The null hypothesis was rejected and it can be concluded that there were significantly more female disputants than male disputants.

2. The proportion of disputants by sex and grade level (Table 5) was ranked in descending order. The Spearman rank order correlation coefficient (rho) was computed to determine the degree of

relationship between grade level and sex. The results showed a moderately high relationship (rho = .64, $p < .05$). Thus, the proportion of female disputants appears to parallel that of the male disputants by grade level. The highest proportion of male and female disputants was in grades 8, 7, and 9 (in descending order). Relative to the male composition, grade 5 was tied with grade 9.

Table 6 reports the number and proportion of disputants by ethnicity and schools. The data show the following:

1. In 1987, the four highest ethnic compositions of disputants, in descending order, were white, Japanese, part-Hawaiian, and Chinese and Portuguese (Chinese and Portuguese were tied for fourth).

2. In 1988, the four highest ethnic compositions of disputants were Japanese, part-Hawaiian, white, and Indo-Chinese (in descending order).

3. When the two year data are combined, the ethnic compositions of disputants (the four highest in descending order) were Japanese, white, part-Hawaiian, and Chinese.

The student ethnic population of KHS, KIS, and LES for 1987 and 1988 is reported in Appendix H. The Spearman rank order correlation coefficient (rho) was computed to determine the degree of ethnic stability at each school for the two years. The results show the following:

1. KHS: rho = .981, $p < .01$
2. KIS: rho = .986, $p < .01$
3. LES: rho = .978, $p < .01$

The rho's indicate a high degree of correlation. Thus, the ethnic student compositions at each school appear to be highly stable. Using

this information, the ethnic distribution of the disputants at each school (1987 and 1988) was compared with the respective school's 1988 student ethnic distribution to determine the degree of ethnic alignment. The results of the comparisons are as follows:

1. KHS: rho = .824, $p < .01$
2. KIS: rho = .860, $p < .01$
3. LES: rho = .865, $p < .01$

The rho's indicate a high degree of correlation. Thus, it is inferred that the ethnic distributions of disputants and the respective regular school's population appear to be very closely aligned.

Table 7 reports the number of disputants classified as special education students for 1987 and 1988. Only a small proportion of the disputants were special education students: 17% in 1987 and 6.4% in 1988; combining the two years' data, 13.3%.

However, a closer examination of the data shows that in 1987 KHS had 8.1% of the disputants as special education students. The school's special education population was 7.5%. KIS in 1987 had 20.8% of the disputants as special education students. The school's special education population was 13.3%. LES in 1987 had 25.0% of the disputants as special education students. The school's special education population was 8.4%. In 1988, KHS and KIS had no disputants from the special education program. LES had 19% of the disputants as special education students in 1988. The school's special education population was 8.0%. It appears that the proportion of LES disputants who are in special education far exceeded the school's special education population.

Table 8 reports the number of disputants participating in free, reduced, or regular lunch for 1987, 1988, and combined. About 16% of the 331 disputants were participating in the free or reduced lunch program (combined data). Examining the data by schools, of 62 disputants at KHS in 1987, 21.0% were on free or reduced lunch and of 41 disputants in 1988, 9.8% were on free or reduced lunch. The free/reduced lunch student population at KHS was 15.9% and 14.2% in

1987 and 1988, respectively. Of the 120 disputants at KIS in 1987, 15.0% were on free/reduced lunch, and of the 42 disputants in 1988, 16.7% were on free/reduced lunch. The free/reduced lunch student population at KIS was 17.8% and 16.7% in 1987 and 1988, respectively. In 1987, LES had no disputants on free/reduced lunch. However, in 1988, of the 42 disputants, 28.6% were on free/reduced lunch. The free/reduced lunch student participation at LES was 29.7% and 25.8% in 1987 and 1988, respectively. Thus, the proportion of disputants on the free/reduced lunch program at each school appears to be aligned with the respective school's free/reduced lunch population.

Table 9 reports the number of disputants with grade point averages (GPA) greater than or equal to 3.0 (A-F on a four point scale). Table 10 reports the number of disputants with GPA's less than 2.0. Liholiho Elementary School did not have letter grades recorded. The data show the following:

1. Of the disputants, 6.5% and 12.0% had GPA's greater than or equal to 3.0 in 1987 and 1988, respectively. Combining the two years' data, 8.3% of the disputants had GPA's greater than or equal to 3.0.

2. Of the disputants, 44.5% had GPA's less than 2.0 in 1987 and 43.4% had GPA's less than 2.0 in 1988. Combining the two years' data, 44.2% of the disputants had GPA's less than 2.0.

3. Of the disputants, 47.5% had GPA's of 2.0 or less than 3.0 (combined data).

Relative to the GPA data, a major proportion of the disputants fell in the less than 2.0, and 2.0 and less than 3.0, range (92.0%).

In summary, the following are the findings on the general attributes of disputants:

1. There were significantly more female disputants than male disputants. The ratio of female to male disputants was a little less than 2:1.

2. The highest proportions of male and female disputants were in grades 8, 7, and 9 (in descending order).

3. The four highest ethnic compositions of disputants were Japanese, white, part-Hawaiian, and Chinese. The ethnic distribution of disputants at each school was aligned with the respective school's student ethnic population.

4. Overall, only a small proportion of the disputants was special education students. However, at LES, the proportion of disputants who were special education students far exceeded the school's special education population.

5. The proportion of disputants on the free/reduced lunch program at each school was found to be aligned with the respective school's free/reduced lunch program.

6. A major proportion of the disputants' GPA's was evenly distributed in the less than 2.0 group and 2.0 to less than 3.0 group.

7. Four attributes of disputants as perceived by the interviewees were provided.

A composite profile of a disputant in the DMSP may be described as follows:

A little less than a 2:1 chance, the disputant is a female. Nonetheless, whether male or female, the disputant is most likely to be in the eighth, seventh, or ninth grade (in the order given) and is most likely to be Japanese, white, part-Hawaiian or Chinese. Disputants from all socio-economic status seem to participate. The disputant's GPA is most likely to be less than 3.0. The probability is that the disputant's GPA would be in the less than 2.0 group or the 2.0 and less than 3.0 group. In addition, the disputant would be perceived as a non-listener, have a history of past conflicts, lack problem-solving skills and have different attitudes toward approaches to problems, and less likely to be

involved in school activities.

E. What Is The Nature Of Conflicts Or Disputes In The School Utilizing Mediation?

Initially, mediators were instructed that they would not be mediating problems dealing with weapons, drugs, and assaults. They were told that they could mediated cases involving the following:

1. Fights
2. Near fights
3. Rumors
4. Outsiders
5. Teacher/student
6. Boyfriend/Girlfriend
7. Money and property
8. Family tensions

This general policy initially dictated the types of problems which mediators were allowed to manage. Nonetheless, the types of conflicts or disputes which were actually mediated at the project schools for two years were examined. The examination focused on identifying common characteristics to categorize and further analyze the conflicts for uniqueness to the project. Eight major categories evolved from the examination. These categories are construed to be the major types of conflicts or disputes that were managed by the mediators and are the basis of analysis of the nature of conflicts or disputes. The major categories (together with examples and explanation) are as follows:

1. Gossip/Rumor

"Bad mouthing," "talking stink behind the back;" generally, these are statements made by one person about another which are perceived as offensive, untrue, and annoying.

2. Arguments

Verbal interchange by two or more people which may be caused by

a number of reasons (not enough information is available for specific categorizing). Misunderstandings, personality differences, disagreements, shouting at each other, and can't get along are some examples.

3. Dirty Looks

Stares which one finds annoying. Examples are "stink eye" and "stink face."

4. Classroom Behavior

Insubordination, student "acting up" in class, doesn't listen to teacher; student views teacher as unfair relative to some treatment or practice.

5. Harassment

Examples are insults, threats, showing "middle finger, picking on one another, name calling, bullying.

6. Jealousy

Boy-girl problems.

7. Fight/Pending Fight

A fight (physical engagement) perceived to be non-crisis or pending fight (near fight). The reasons for fighting or near fighting are not known for specific categorizing.

8. Invasion of Privacy

"Giving out" someone else's phone number.

A listing of the types of conflicts by schools for the two years and the major categories is found in Appendices I, J, K, L, M and N.

Table 12 shows the 1987 and 1988 frequency and proportion of disputes summarized into the eight major categories of conflicts by schools. Rank ordering according to descending order the types of major conflicts mediated in 1987 and 1988, the Spearman rank order correlation coefficient (rho) was computed to determine the relationship between the two sets of ranked data. The results showed a strong positive relationship (rho = .875, $p < .05$). See Appendix O for the rank-ordered data and computations. The ranking of the major categories for 1987 and 1988 appears to be the same. Thus, combining the 1987 and 1988 frequencies of the major conflicts, a chi square test was conducted to determine whether the occurrences of these conflicts were significantly different from that of the expected frequencies of equal distributions. The chi square test indicated a statistically significant difference (chi square = 83.3, df. = 7, $p < .01$). Synthesizing the data from Table 12 and the results of the statistical analyses yields the following noteworthy points:

a. Across the two year period, the major categories of conflicts with the highest occurrences were Gossip/Rumor (27.2%), Harassment (27.2%), Arguments (19.7%), and Classroom Behavior (9.1%).

b. The highest proportion of the major conflicts at each project school was Arguments at KHS, Rumor/Gossip at KIS, and Harassment at LES.

Table 13 shows the 1987 and 1988 categories of major conflicts (all project schools combined) by sex. Of the 331 disputants, 218 were females and 113 were males. As noted previously, there were significantly more female disputants than male, A chi square test was conducted to test the null hypothesis: there is no difference between the sexes with respect to the major conflicts. The eight "not known" cases were not used in the statistical computation. The chi square test indicated the differences to be statistically significant (chi square = 43.8, df = 7, $p < .001$). The null hypothesis was rejected therefore, there exists a significant difference between sex and the major conflicts. Synthesizing the results of the test and data from Table 13 yields the following:

a. The three highest major conflicts involving females were Gossip/Rumor (76), Arguments (51), and Harassment (41).

b. The most noticeable major conflict involving males was Harassment (45).

Table 14 shows the 1987 and 1988 categories of major conflicts (all project schools combined) by ethnicity. As noted previously and shown in Table 14, Japanese, white, and part-Hawaiian were the three groups most involved as disputants (22.4%, 21.1%, and 18.4%, respectively). For these three groups, the data show the following:

a. The 74 Japanese disputants, were more involved in Gossip/Rumor (27.0%), Harassment (25.7%), Arguments (14.9%) and Classroom Behavior (14.9%).

b. The 70 white disputants, were more involved in Harassment (31.4%), Gossip/Rumor (21.4%), Arguments (18.6%), Classroom Behavior (12.9%).

c. The 61 part-Hawaiian disputants, were more involved in Gossip/Rumor (29.5%), Harassment (26.2%), Arguments (21.3%), and Jealousy (9.8%).

In summary, the general policy of not allowing mediators to mediate cases dealing with weapons, drugs, and assaults dictated the nature of problems mediators were allowed to manage. From actual cases mediated, eight major categories evolved for grouping the types of conflicts. These eight categories were the unit of analysis in investigating the nature of the problems. They are:

1. Gossip/Rumor
2. Arguments
3. Dirty Looks
4. Classroom Behavior
5. Harassment
6. Jealousy
7. Fight/Pending Fight
8. Invasion of Privacy

Over the two year period, the four categories of major conflicts which occurred most frequently were Gossip/Rumor, Harassment, Arguments, and Classroom Behavior. The highest proportion of the major conflicts at each project school was Arguments at KHS, Rumor/Gossip at KIS, and Harassment at LES. Sex and the categories of major conflicts were significantly related. The three most common conflicts females were involved in Gossip/Rumor, Argument, and Harassment. The most common conflict males were involved in Harassment.

Relative to ethnicity, the Japanese, white, and part-Hawaiian groups were the three most involved as disputants. The Japanese disputants were more involved with Gossip/Rumor, Harassment, Arguments, and Classroom Behavior; the white disputants were more involved with Harassment, Gossip/Rumor, Arguments, and Classroom Behavior; and part-Hawaiian disputants were more involved with Gossip/Rumor, Harassment, Arguments, and Jealousy.

F. What Are The Effects Of The Mediation Project On School Climate?

The following research hypothesis was generated to address the question: The mediation project has a positive effect on school climate.

To test whether or not the hypothesis can be supported, people involved with the project were queried, and the results of the School Assessment Scale (Honolulu District's School Climate Survey) for elementary school students, secondary school students, and adults were examined. In addition, information from the School Profile Reports was analyzed. The results and findings are presented.

1. Questionnaire results.

Of the staff responding, only 19.1% in 1987 and 24.0% in 1988 indicated that since the advent of the mediation project, the school climate seemed more positive. More than 45.0% of the staff were not sure in 1987 and 1988. (Staff Opinionnaire Item 13)

Of the mediators responding, 84.2% in 1987 and 75.0% in 1988 indicated that the mediation project had a positive effect on school climate. (QMPP Item 21)

Of the disputants responding, 90.0% in 1987 and 85.2% in 1988 indicated that the project had a positive effect on school climate. (QMPP Item 21)

To summarize, mediators and disputants felt that the mediation project had a positive effect on school climate. However, the staff was not sure whether the school climate was more positive since the advent of the project.

2. Interview results.

Of the administrators, project counselors, and project coordinator and his assistant, all generally agreed that the project to some degree had positive effects on school climate; however, the extent of the effects were difficult to determine.

3. School Climate Survey results (elementary schools).

General Climate ratings by the elementary school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals for 1985-86 through 1987-88 are reported in Table 15. The data show the following:

a. Student ratings.

The student ratings of Liholiho school's General Climate declined from the non-project year to the project years from ("more than satisfactory "to" satisfactory"); whereas, the student ratings of the comparison schools' General Climate increased from the non-project year to the project years (A) or were "more than satisfactory" throughout the three years (B).

b. Parent ratings.

The parents of Liholiho and the comparison schools (A and B) rated their schools' General Climate as "more than satisfactory" before and during the project years.

c. Teacher ratings.

The teachers of Liholiho and the comparison schools (A and B) rated their schools' General Climate as "more than satisfactory" before and during project years.

d. Certificated personnel ratings.

Liholiho's and school B's certificated personnel ratings of General Climate were "more than satisfactory" before and during project years. School A's ratings were "satisfactory" throughout the three years.

e. Classified personnel ratings.

The classified personnel at Liholiho and school B rated their schools' General Climate as "more than satisfactory" throughout the three years. School A's ratings fluctuated.

f. Principal/Vice-Principal ratings.

The administrators at Liholiho and school A rated their schools' General Climate as "more than satisfactory" before and during project years. School B's ratings fluctuated.

In summary, the data did not support the project as having had any discernible positive effects on General Climate.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Respect by the elementary school parents, teachers, certificated personnel, classified personnel, and

principals/vice-principal are reported in Table 16. The data show the following:

a. Parent ratings.

The parents at all three schools rated Respect as "more than satisfactory" before and during project years.

b. Teacher ratings.

The teachers at all three schools rated Respect as "more than satisfactory" before and during project years.

c. Certificated personnel ratings.

Except for school A in 1987-88, the certificated personnel at all three schools rated Respect as "more than satisfactory" before and during project years.

d. Classified personnel ratings.

The classified personnel at all three schools rated Respect as "more than satisfactory" before and during project years.

e. Principal/Vice-Principal ratings.

The administrators at all three schools, except for school B in 1986-87, rated Respect as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Respect.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Morale by the elementary school parents, teachers, certificated personnel, classified personnel, and

principals/vice-principals are reported in Table 17. The data show the following:

a. Parent ratings.

The parents at all three schools rated Morale as "more than satisfactory" before and during project years.

b. Teacher ratings.

The teachers at all three schools rated Morale as "more than satisfactory" before and during project years.

c. Certificated personnel ratings.

The certificated personnel at Liholiho and school B rated Morale as "more than satisfactory" before and during project years. School A showed a downward trend -- "more than satisfactory" (before) and "satisfactory" (during project years).

d. Classified personnel ratings.

The classified personnel at all three schools rated Morale as "more than satisfactory" before and during project years.

e. Principal/Vice-Principal ratings.

The administrators at all three schools rated Morale as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Morale.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Input by the elementary school parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 18. The data show the following:

a. Parent ratings.

The parents at Liholiho rated Input as "more than satisfactory" before and during project years. Schools A and B had a slight upward trend and slight downward trend, respectively.

b. Teacher ratings.

The teachers at Liholiho rated Input as "more than satisfactory" before and during the first year of the project, and rated Input as "satisfactory" in the second year of the project. Schools A and B rated Input as "satisfactory" before and during project years.

c. Certificated personnel ratings.

The certificated personnel at Liholiho rated Input as "more than satisfactory" before and "satisfactory" and "more than satisfactory" during project years. School A's certificated personnel rated Input as "satisfactory" before and during project years. School B's certificated personnel rated Input as "more than satisfactory" before and during project years.

d. Classified personnel ratings.

The classified personnel at Liholiho rated Input as "more than satisfactory" before and during the first year of the project, and rated it as "satisfactory" during the second year of the project. School A's classified personnel rated Input as

"satisfactory" before and during the second year of the project and rated it as "more than satisfactory" during the first year of the project. School B's classified personnel rated Input as "more than satisfactory" before and during project years.

e. Principal/Vice-Principal ratings.

The administrators at Liholiho and school A rated Input as "more than satisfactory" before and during project years. School B's administrators rated Input as "more than satisfactory" before and during the second year of the project.

In summary, the data did not support the project as having had any discernible positive effects on the General Climate sub-factor Input.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Growth by the elementary school parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 19. The data show the following:

a. Parent ratings.

The parents at all three schools rated Growth as "more than satisfactory" before and during project years.

b. Teacher ratings.

The teachers at Liholiho and school B rated Growth as "more than satisfactory" before and during project years. School A exhibited a downward trend during project years.

c. Certificated personnel ratings.

The certificated personnel at Liholiho rated Growth as "more than satisfactory" before project years, "satisfactory" in the first year of the project, and "more than satisfactory" in the second year of the project. Schools A and B rated Growth as "satisfactory" and "more than satisfactory", respectively, during project years.

d. Classified personnel ratings.

The classified personnel at Liholiho and school B rated Growth as "more than satisfactory" before and during project years. The classified personnel at school A rated Growth as "satisfactory" before and during the second year of the project and rated the first year of the project as "more than satisfactory."

e. Principal/Vice-Principal ratings.

The ratings of Growth at Liholiho increased in the project years from "satisfactory" to "more than satisfactory". The rating of Growth at school A was "more than satisfactory" in the second year of the project. The ratings of Growth at school B fluctuated from "more than satisfactory" before, "satisfactory" during the first year, and "more than satisfactory" during the second year of the project.

In summary, with the exception of the administrators at Liholiho, data did not support the project as having had discernible positive effects on the General Climate sub-factor Growth.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Cohesiveness by elementary school parents, teachers, certificated personnel, classified personnel, and

principals/vice-principals are reported in Table 20. The data show the following:

a. Parent ratings.

The parents at all three schools rated Cohesiveness as "more than satisfactory" before and during project years.

b. Teacher ratings.

The teachers at all three schools rated Cohesiveness as "more than satisfactory" before and during project years.

c. Certificated personnel ratings.

The certificated personnel at Liholiho rated Cohesiveness as "more than satisfactory" before project years, "satisfactory" in the project's first year, and "more than satisfactory" in the project's second year. School B rated Cohesiveness as "more than satisfactory" before and during project years. School A's ratings exhibited a "satisfactory" rating for three years.

d. Classified personnel ratings.

The classified personnel at Liholiho and school B rated Cohesiveness as "more than satisfactory" before and during project years. School A exhibited an increasing trend.

e. Principal/Vice-Principal ratings.

The administrators at Liholiho and school B rated Cohesiveness as "more than satisfactory" before and during project years. School A's ratings fluctuated from "satisfactory," "more than satisfactory," and "satisfactory"

before and during the first and second year of the project.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Cohesiveness.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Renewal by elementary school parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 21. The data show the following:

a. Parent ratings.

The parents at all three schools rated Renewal as "more than satisfactory" before and during project years.

b. Teacher ratings.

The teachers at all three schools rated Renewal as "more than satisfactory" before and during project years.

c. Certificated personnel ratings.

The certificated personnel at Liholiho rated Renewal as "more than satisfactory" before project years, "satisfactory" in the project's first year, and "more than satisfactory" in the project's second year. School B rated Renewal as "more than satisfactory" before and during project years. School A rated Renewal as "satisfactory" in the three years.

d. Classified personnel ratings.

The classified personnel at Liholiho and school B rated Renewal as "more than satisfactory" before and during project years. School A's ratings increased during project years.

e. Principal/Vice-Principal ratings.

The administrator at Liholiho rated Renewal as "more than satisfactory" before and during project years. School A rated Renewal as "more than satisfactory" before and during the project's first year and "satisfactory" during the project's second year. School B rated Renewal as "more than satisfactory" before the project year, "satisfactory" during the project's first year, and "more than satisfactory" in the project's second year.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Renewal.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Caring by elementary school parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 22. The data show the following:

a. Parent ratings.

The parents at all three schools rated Caring as "more than satisfactory" before and during project years.

b. Teacher ratings.

The teachers at all three schools rated Caring as "more than satisfactory" before and during project years.

c. Certificated personnel ratings.

The certificated personnel at Liholiho and school B rated Caring as "more than satisfactory" before and during project years. School A rated Caring as "satisfactory" during project years.

d. Classified personnel ratings.

The classified personnel at all three schools rated Caring as "more than satisfactory" before and during project years.

e. Principal/Vice-Principal ratings.

Except for school B's satisfactory rating in 1986-87, the administrators rated Caring as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Caring.

Based on the School Climate Survey results for the elementary school level, the seven sub-factors generally had high ratings before project years at Liholiho and comparison schools. The General Climate ratings at Liholiho were higher before than during project years (1987 and 1988). Schools A and B exhibited higher ratings than Liholiho during project years. Thus, the overall data did not support the project as having had discernible positive effects on school climate and its sub-factors.

A pattern analysis of the results of the School Climate Survey was conducted for each school (Liholiho, school A, and school B) before and during project years. Pattern analysis seeks to ascertain general trends and direction before and during project

years. To illustrate, the students' 1985-86 ratings of General Climate were compared with those 1986-87 and 1987-88. If the 1986-87 ratings were greater than the 1985-86 ratings, this was signified as P1 > B (P1 = first year's project rating and B = before project years' rating) and was interpreted as a positive (+) direction. If the 1986-87 ratings were less than the 1985-86 ratings, this was signified as P1 < B and was interpreted as a negative (-) direction. For each comparison, there were three possible directions: P1 > B, P1 < B, or P1=B. The objective was to determine whether or not there was a distinct pattern of direction or a trend. To determine whether or not the pattern of direction was statistically significant, the sign test was conducted. The sign test assumes that P > B occurs as often as P < B. The significance level was $p < .05$.

Tables 23, 24, and 25 report the comparisons of the School Climate ratings before and during project years at Liholiho, school A and school B, respectively. The data show the following:

a. Liholiho

(1) Respect - Of the ten comparisons among groups, the project years' ratings were higher in five cases, lower in three cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(2) Morale - Of the ten comparisons among groups, the project years' ratings were higher in five cases, and lower in five cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(3) Input - Of the ten comparisons among groups, the project years' ratings were higher in three cases, lower in six cases, and the same in one case. The sign test

did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(4) Growth - Of the ten comparisons among groups, the project years' ratings were higher in six cases, lower in three cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - Of the ten comparisons among groups, the project years' ratings were higher in four cases, lower in five cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - Of the ten comparisons among groups, the project years' ratings were higher in six cases, lower in three cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - Of the ten comparisons among groups, the project years' ratings were higher in four cases, lower in three cases, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(8) General Climate - Of the twelve comparisons among groups, the project years' ratings were higher in four cases, lower in six cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At Liholiho, there was no distinct pattern of direction or trend resulting from these comparisons. The data did not support the project as having had discernible positive effects on General Climate and its seven sub-factors.

b. School A

(1) Respect - Of the ten comparisons among groups, the project years' ratings were higher in one case, lower in seven cases, and the same in two cases. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. There appears to be significantly more lower ratings during project years than before project years, as rated by the various groups.

(2) Morale - Of the ten comparisons among groups, the project years' ratings were higher in two cases, lower in five cases, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(3) Input - Of the ten comparisons among groups, the project years' ratings were higher in three cases, lower in five cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(4) Growth - Of the ten comparisons among groups, the project years' ratings were higher in three cases, lower in four, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - Of the ten comparisons among groups, the project years' ratings were higher in three cases, lower in four cases, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - Of the ten comparison cases among groups, the project years' ratings were higher in four cases, lower in five cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - Of the ten comparison cases among groups, the project years' ratings were higher in three cases, lower in three cases, and the same in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(8) General Climate - Of the 12 comparisons among groups, the project years' ratings were higher in four cases, lower in six cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At school A, there was one distinct pattern of negative direction. Respect was rated higher by the various groups before project years than during project years. The other six sub-factors and General Climate, showed no distinct pattern of direction or trend. In general, school A's pattern of direction appears to be similar to Liholiho's.

c. School B

(1) Respect - Of the ten comparisons among groups, the project years' ratings were lower in six cases and the same in four cases. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. Respect appears to have been rated lower during project years than before project years as rated by the various groups.

(2) Morale - Of the ten comparisons among groups, the project years' ratings were the same in two cases and lower in eight cases. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. Morale appears to have been rated lower during project years than before project years as rated by the various groups.

(3) Input - Of the ten comparisons among groups, the project years' ratings were higher in only one case, lower in seven cases, and the same in two cases. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. Input appears to have been rated lower during project years than before project years as rated by the various groups.

(4) Growth - Of the ten comparisons among groups, the project years' ratings were higher in four cases, lower in three cases, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - Of the ten comparisons among groups, the project years' ratings were higher in three cases, lower in four cases, and the same in three cases. The sign test did not show a statistically significant

difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - Of the ten comparisons among groups, the project years' ratings were higher in four cases, lower in five cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - Of the ten comparisons among groups, the project years' ratings were higher in three cases, lower in three cases, and the same in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(8) General Climate - Of the 12 comparisons among groups, the project years' ratings were higher in four cases, lower in six cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At school B, there were three distinct patterns of negative direction. Respect, Morale, and Input were rated higher by the various groups before project years than during project years.

d. Summary

The data for Liholiho did not support the project as having had discernible positive effects on General Climate and its seven sub-factors. School A generally exhibited the same patterns of direction as Liholiho. However, school B exhibited three distinct patterns of negative direction which indicate that the overall ratings of General Climate were higher before project years than during project years.

Synthesizing the findings from the School Climate Survey (elementary schools) and the pattern analyses, the overall analysis

did not support the mediation project as having had discernible positive effects on Liholiho's school climate.

4. School Climate Survey results (intermediate schools)

The 1985-86 through 1987-88 General Climate ratings by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 26. The data show the following:

a. Student ratings.

The KIS and comparison schools' students rated their schools' General Climate as "satisfactory" before and during project years.

b. Parent ratings.

The parents at KIS rated their school's General Climate as "satisfactory" before and "more than satisfactory" during project years. The comparison schools' parents rated their schools' General Climate as "satisfactory", and "more than satisfactory" during 1988.

c. Teacher ratings.

The teachers at KIS rated their school's General Climate as "satisfactory" before and during project years. The comparison schools' teachers rated their schools' General Climate as "satisfactory" during 1986 and 1987 and "more than satisfactory" during 1988.

d. Certificated personnel ratings.

The certificated personnel at KIS rated the school's General Climate as "satisfactory" the year before the project, "more than satisfactory" during the project's first year, and

"satisfactory" during the project's second year. School BI rated General Climate as "more than satisfactory" before and during project years. School AI's ratings fluctuated.

e. Classified personnel ratings.

The classified personnel at KIS rated their school's General Climate as "more than satisfactory" during and "satisfactory" before project years. School AI's classified personnel rated their school's General Climate as "satisfactory" before and during project years. School BI's ratings fluctuated.

f. Principal/Vice-Principal ratings.

The administrators at KIS and comparison schools rated their schools' General Climate as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the school's General Climate.

The 1985-86 through 1987-88 ratings of General Climate sub-factor Respect by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 27. The data show the following:

a. Student ratings.

The KIS students rated Respect as "satisfactory" before the project year, "more than satisfactory" during 1986-87, and "satisfactory" during 1987-88. Schools AI and BI students rated Respect as "satisfactory" before and during project years.

b. Parent ratings.

The parents at all three schools rated Respect as "more than

satisfactory" before and during project years.

c. Teacher ratings.

The KIS and school BI teachers rated Respect as "satisfactory" before and as "more than satisfactory" during project years.

d. Certificated personnel ratings.

The KIS and school AI certificated personnel ratings seemed higher during project years than before -- more so in school AI. School BI's certificated personnel rated Respect as "more than satisfactory" over the three years.

e. Classified personnel ratings.

At KIS and school BI, the classified personnel rated Respect as "more than satisfactory" before and during project years. School AI's ratings fluctuated.

f. Principal/Vice-Principal ratings.

The administrators at all schools rated Respect as "more than satisfactory" before and during project years.

In summary, the teacher ratings at KIS showed the effects of the project on the General Climate sub-factor Respect. However the data did not support the project as having had discernible positive effects on Respect based on the ratings of the other groups.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Morale by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 28. The data show the following:

a. Student ratings.

The students at all three schools rated Morale as "satisfactory" before and during project years.

b. Parent ratings.

The parents at all three schools rated Morale as "more than satisfactory" before and during project years.

c. Teacher ratings.

The teachers at school BI rated their school's Morale as "satisfactory" before and "more than satisfactory" during project years. The KIS teachers rated their school's Morale as "satisfactory" before and during project years. School AI teachers rated their school Morale as "more than satisfactory" during the second project year.

d. Certificated personnel ratings.

The KIS's certificated personnel rated Morale as "satisfactory" before the project year, "more than satisfactory" during the first project year, and "satisfactory" during the second project year. School BI's certificated personnel rated Morale as "more than satisfactory" before and during project years. School AI's certificated personnel rated Morale as "satisfactory" before and as "more than satisfactory" during project years.

e. Classified personnel ratings.

The KIS's classified personnel rated Morale as "satisfactory" before and "more than satisfactory" during project years. Both comparison schools showed ratings of the same level ("satisfactory" or "more than satisfactory" for the three years).

f. Principal/Vice-Principal ratings.

All the administrators of the three schools rated Morale as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Morale.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Input by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 29. The data show the following:

a. Student ratings.

The students at all three schools rated Input as "satisfactory" before and during project years.

b. Parent ratings.

From a satisfactory rating during 1985-86 and 1986-87, the parents at KIS rated Input as "more than satisfactory" during 1987-88. Both comparison schools rated Input as "satisfactory" before and during project years.

c. Teacher ratings.

The teachers at KIS rated Input as "satisfactory" before and during project years. Schools A1 and B1 showed an upward trend during project years.

d. Certificated personnel ratings.

The certificated personnel at KIS rated Input as "satisfactory" before and during project years. School A1's

showed "more than satisfactory" to "satisfactory" ratings during project years.

e. Classified personnel ratings.

The classified personnel at KIS and school AI showed an increase in ratings of Input during project years. School BI ratings decreased from before project year to project years.

f. Principal/Vice-Principal ratings.

All the administrators at the three schools rated Input as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Input.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Growth by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 30. The data show the following:

a. Student ratings.

The students at the three schools rated Growth as "satisfactory" before and during project years.

b. Parent ratings.

The parents at the three schools rated Growth before project years as "satisfactory", but "more than satisfactory" during 1987-88 or the second project year.

c. Teacher ratings.

Except for school BI during 1988 or second project year, the teachers at the three schools rated Growth as "satisfactory" before and during project years.

d. Certificated personnel ratings.

Except for school BI during 1988 or second project year, the certificated personnel rated Growth as "satisfactory" before and during project years.

e. Classified personnel ratings.

The classified personnel at KIS showed an increase in ratings from "satisfactory" to "more than satisfactory" on Growth before and during project years. School AI's classified personnel rated Growth as "satisfactory" before and during project years. School BI's ratings fluctuated.

f. Principal/Vice-Principal ratings.

The administrators at the three schools showed an increase in rating on Growth from "satisfactory" to "more than satisfactory" (except comparison school AI) before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Growth.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Cohesiveness by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 31. The data show the following:

a. Student ratings.

Except for school A1 during 1987-88 or the second project year, the students at the three schools rated Cohesiveness as "satisfactory" before and during project years.

b. Parent ratings.

The parents at KIS rated Cohesiveness as "satisfactory" before and "more than satisfactory" during project years. School B1 showed a slight upward trend during project years.

c. Teacher ratings.

The teachers at KIS rated Cohesiveness as "satisfactory" before and during project years. School B1 teachers rated Cohesiveness as "satisfactory" before and "more than satisfactory" during project years.

d. Certificated personnel ratings.

The certificated personnel at KIS rated Cohesiveness as "satisfactory" before and during project years while at school B1, the certificated personnel rated Cohesiveness as "more than satisfactory" before and during project years.

e. Classified personnel ratings.

The classified personnel at KIS showed an increase in ratings from "satisfactory" to "more than satisfactory" on Cohesiveness before and during project years. School A1 classified personnel rated Cohesiveness as "satisfactory" before and during project years. School B1's classified personnel showed a decrease and increase in ratings during project years.

f. Principal/Vice-Principal ratings.

The administrators at the three schools rated Cohesiveness as "more than satisfactory" before and during project years (except for KIS during 1987 or the first project year).

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Cohesiveness (except parent and classified personnel ratings at KIS).

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Renewal by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 32. The data show the following:

a. Student ratings.

Except for KIS during 1987 or the first project year, the students at the three schools rated Renewal as "satisfactory" before and during project years.

b. Parent ratings.

The parents at KIS rated Renewal as "satisfactory" before and "more than satisfactory" during project years. The parents at schools AI and BI rated Renewal as "satisfactory" before and during the first project year and rated it as "more than satisfactory" during the second project year.

c. Teacher ratings.

The teachers at KIS and school AI rated Renewal as "satisfactory" before and during project years. School BI teachers rated Renewal "more than satisfactory" during project years as opposed to "satisfactory" before project years.

d. Certificated personnel ratings.

The KIS certificated personnel rated Renewal as "satisfactory" before project years, "more than satisfactory" during the first year of the project, and "satisfactory" during the project's second year. School AI rated Renewal as "satisfactory" before and "more than satisfactory" during project years. School BI maintained a "more than satisfactory" rating for three years.

e. Classified personnel ratings.

There was an increase in rating of Renewal by KIS's classified personnel from before (1986) to the first project year (1987). School AI's classified personnel rated Renewal as "satisfactory" before and during project years. School BI's ratings fluctuated.

f. Principal/Vice-Principal ratings.

The administrators at the three schools rated Renewal as "more than satisfactory" before and during project years.

The parent ratings suggest project effects on General Climate sub-factor Renewal. However, based on the other groups' ratings, the data do not support the project as having any positive effects on Renewal.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Caring by intermediate school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 33. The data show the following:

a. Student ratings.

The KIS students rated Caring as "satisfactory" before the project year, "more than satisfactory" during the first project year and "satisfactory" during the second project year. Comparison schools rated Caring as "satisfactory" before and during project years.

b. Parent ratings.

The parents at KIS rated Caring as "more than satisfactory" before and during project years. School A1 rated Caring as "satisfactory" before and "more than satisfactory" during project years. School B1's ratings fluctuated.

c. Teacher ratings.

The teachers at KIS and school B1 rated Caring as "satisfactory" before and "more than satisfactory" during project years.

d. Certificated personnel ratings.

The certificated personnel at schools A1 and B1 rated Caring as "more than satisfactory" before and during project years. The certificated personnel at KIS rated Caring as "satisfactory" before and "more than satisfactory" during project years.

e. Classified personnel ratings.

The classified personnel at KIS rated Caring as "more than satisfactory" during 1985-86 and 1986-87 (non-project and project years). Both comparison schools' ratings fluctuated.

f. Principal/Vice-Principal ratings.

The administrators at the three schools rated Caring as "more than satisfactory" before and during project years.

In summary, the teacher and certificated personnel ratings at KIS showed the project as having had discernible positive effects on the General Climate sub-factor Caring; however, the ratings of the other four groups did not support the effects of the project.

The results of the School Climate Survey (intermediate schools) showed that the responding groups' overall ratings did not support the project as having had discernible positive effects on General Climate and its sub-factors. However, there were indications that the project may have had some effects on Respect (teachers), Morale (classified personnel), Cohesiveness (parents), Renewal (parents) and Caring (teachers and certificated personnel).

A pattern analysis of the results of the School Climate Survey was conducted for each school (KIS, school AI, and school BI) before and during project years. The objective was to determine whether or not there was a distinct pattern of direction or a trend. To determine whether or not the pattern of direction was statistically significant, the sign test was conducted. The sign test assumes that $P > B$ occurs as often as $P < B$. The significance level was $p < .05$. (See section on School Climate Survey results (elementary schools) for more information on the procedures for the pattern analysis.)

Tables 34, 35, and 36 report the comparisons of the School Climate ratings before and during project years at KIS, school AI and school BI, respectively. The data show the following:

a. KIS

(1) Respect - Of the 11 comparisons among groups, the project years' ratings were higher in eight cases, lower

in two cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(2) Morale - Of the 11 comparisons among groups, the project years' ratings were higher in seven cases, lower in two cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(3) Input - Of the 11 comparisons among groups, the project years' ratings were higher in ten cases and lower in one case. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' ratings were significantly higher than before project years' ratings.

(4) Growth - Of the 11 comparisons among groups, the project years' ratings were higher in nine cases, lower in one case, and the same in one case. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' ratings were significantly higher than before project years' ratings.

(5) Cohesiveness - Of the 11 comparisons among groups, the project years' ratings were higher in nine cases, lower in one, and the same in one. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' ratings were significantly higher than before project years' ratings.

(6) Renewal - Of the 11 comparisons among groups, the project years' ratings were higher in ten cases and the same in one case. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was

rejected. The project years' ratings were significantly higher than before project years' ratings.

(7) Caring - Of the 11 comparisons among groups, the project years' ratings were higher in ten cases and the same in one case. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' ratings were significantly higher than before project years' ratings.

(8) General Climate - Of the 11 comparisons among groups, the project years' ratings were higher in ten cases and the same in one case. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' ratings were significantly higher than before project years' ratings.

At KIS, the pattern of positive direction proved significant as shown by the sign test ($p < .05$). The project years' ratings were higher than before project years' ratings in General Climate and the sub-factors Input, Growth, Cohesiveness, Renewal, and Caring.

b. School AI

Because KIS did not have classified personnel staff responding to the survey in 1987-88, school AI's 1987-88 classified staff ratings were excluded from the sign test analysis.

(1) Respect - Of the 11 comparisons among groups, the project years' ratings were higher in seven cases, lower in two cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(2) Morale - Of the 11 comparisons among groups, the project years' ratings were higher in five cases, lower in one case, and the same in five cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(3) Input - Of the 11 comparisons among groups, the project years' ratings were higher in five cases, lower in five cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(4) Growth - Of the 11 comparisons among groups, the project years' ratings were higher in seven cases and lower in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - Of the 11 comparisons among groups, the project years' ratings were higher in three cases, lower in six cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - Of the 11 comparisons among groups, the project years' ratings were higher in five cases, lower in four cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - Of the 11 comparisons among groups, the project years' ratings were higher in six cases, lower in four cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(8) General Climate - Of the 11 comparisons among groups, the project years' ratings were higher in six cases, lower in four and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At school A1, there were no distinct patterns of direction or trends that were significant.

c. School B1

As in school A1's analysis, the 1987-88 classified personnel's ratings were excluded from the sign test. Thus, there were 11 comparisons in the sign test analysis (six groups' ratings - project years vs. before project years).

(1) Respect - The project years' ratings were higher in five cases, lower in four cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(2) Morale - The project years' ratings were higher in seven cases, lower in three cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(3) Input - The project years' ratings were higher in seven cases and lower in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(4) Growth - The project years' ratings were higher in seven cases, lower in three cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - The project years' ratings were higher in eight cases, lower in two cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - The project years' ratings were higher in six cases, lower in four cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - The project years' ratings were higher in eight cases and lower in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(8) General Climate - The project years' ratings were higher in seven cases, lower in three cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At school BI, there were no distinct patterns of direction or trends that were significant.

d. Summary

Schools AI and BI did not have distinct patterns of direction that were significant. However, at KIS, distinct patterns of direction were found and were proved significant by the sign test ($p < .05$) in General Climate and the sub-factors Input, Growth, Cohesiveness, Renewal, and Caring. The ratings of these factors by the responding groups were higher during the project years than before project years.

Synthesizing the findings from the School Climate Survey (intermediate schools) and the pattern analyses yields the following noteworthy points:

a. The School Climate Survey results showed that the groups' overall ratings did not support the project as having had discernible positive effects on General Climate and its seven sub-factors. However, there were signs of effects on some of the factors but the effects could not be fully supported by the majority of the responding groups.

b. The patterns of positive direction of school climate at KIS were found to be distinct and were proved significant by the sign test. Project years' ratings by responding groups were significantly higher than before project year ratings in the area of General Climate and the sub-factors Input, Growth, Cohesiveness, Renewal, and Caring. Schools AI and BI did not exhibit distinct patterns of direction. Thus, From the pattern analyses, there appears to be support that the mediation project did have discernible positive effects on school climate at KIS.

5. School Climate Survey results (high schools)

The 1985-86 through 1987-88 General Climate ratings by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 37. The data show the following:

a. Student ratings.

The students at KHS and school AH rated their schools' General climate as "satisfactory" before and during project years.

b. Parent ratings.

The parents at KHS rated their school's General Climate as "satisfactory" before and during project years. School AH's parents rated their school's General Climate as "satisfactory" during 1986 (before project) and 1988 (second project year), and "more than satisfactory" during 1987 (first project year).

c. Teacher ratings.

The teachers at KHS and AH rated their schools' General Climate as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel at KHS and school AH rated their schools' General Climate as "satisfactory" before and during project years.

e. Classified personnel ratings.

The classified personnel at KHS and school AH rated their schools' General Climate as "more than satisfactory" before years "satisfactory" during the project years.

f. Principal/Vice-Principal ratings.

The administrators at school AH rated their school's General Climate as "more than satisfactory" before and during project years. The administrators at KHS rated their school's General Climate as "satisfactory" before and during the first year of the project. During 1988 or second project year, the KHS administrators rated General Climate as "more than satisfactory".

In summary, the data did not support the project as having had discernible positive effects on the school's General Climate.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Respect by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 38. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Respect as "satisfactory" before and during project years.

b. Parent ratings.

The degree of ratings at KHS relative to Respect seems lower during the project years than before project years ("more than satisfactory" during 1986 and "satisfactory" during 1987 and 1988).

c. Teacher ratings.

The teachers at KHS and school AH rated Respect as "satisfactory" before and during project years -- except during 1986-87 or first project year, school AH rated Respect as "more than satisfactory".

d. Certificated personnel ratings.

While school AH's certificated personnel rated Respect as "satisfactory" before and during project years, KHS's certificated personnel rated Respect as "more than satisfactory" before the project year, "satisfactory" during 1987 (first project year) and "more than satisfactory" during 1988 (second project year).

e. Classified personnel ratings.

The classified personnel at KHS rated Respect "more than

satisfactory" before project years and "satisfactory" during project years a declining trend in the ratings.

f. Principal/Vice-Principal ratings.

Except for the rating at KHS during 1987 or the first project year, the administrators at both schools rated Respect as "more than satisfactory".

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Respect.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Morale by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 39. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Morale at their schools as "satisfactory" before and during project years.

b. Parent ratings.

Except for the rating at school AH during 1987 or the first project year, the parents at both schools rated Morale as "satisfactory" before and during project years.

c. Teacher ratings.

The teachers at the two schools rated Morale as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel at KHS rated Morale as "more than satisfactory" before the project year and as "satisfactory" during the project years. School AH rated Morale as "satisfactory" throughout the three years.

e. Classified personnel ratings.

The degree ratings at the two schools of Morale was lower during the project years than before project years.

f. Principal/Vice-Principal ratings.

The administrators' ratings of Morale at KHS are lower during the project years than before project years. The reverse trend is true for comparison school AH.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Morale.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Input by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 40. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Input as "satisfactory" before and during project years.

b. Parent ratings.

The parents at the two schools rated Input as "satisfactory" before and during project years.

c. Teacher ratings.

The teachers at the two schools rated Input as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel at the two schools rated Input as "satisfactory" before and during project years.

e. Classified personnel ratings.

The classified personnel at the two schools rated Input as "satisfactory" before and during project years.

f. Principal/Vice-Principal ratings.

The administrators at KHS rated Input as "more than satisfactory" before and as "satisfactory" during project years. The degree of ratings is lower during than before project years. School AH rated Input as "more than satisfactory" throughout the three years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Input.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Growth by high school students, parents, teachers, certificated personnel, classified personnel and principals/vice-principals are reported in Table 41. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Growth as "satisfactory" before and during project years.

b. Parent ratings.

The parents at the two schools, except for school AH during 1987 or first project year, rated Growth as "satisfactory" before and during project years.

c. Teacher ratings.

The teachers at the two schools rated Growth as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel at the two schools rated Growth as "satisfactory" before and during project years.

e. Classified personnel ratings.

The degree of ratings of Growth at KHS seems lower during the project years than before ("more than satisfactory" during 1985-86 and "satisfactory" during 1986-87 and 1987-88).

f. Principal/Vice-Principal ratings.

The administrators at the two schools rated Growth as "satisfactory" before and during project years, except for the rating of "more than satisfactory" by school AH during 1988 or the second project year.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Growth.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Cohesiveness by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 42. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Cohesiveness as "satisfactory" before and during project years.

b. Parent ratings.

Except for school AH during 1986-87, the parents at the two schools rated Cohesiveness as "satisfactory" before and during project years.

c. Teacher ratings.

The teachers at the two schools rated Cohesiveness as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel at the two schools rated Cohesiveness as "satisfactory" before and during project years.

e. Classified personnel ratings.

The degree of ratings on Cohesiveness at the two schools seemed lower during the project years than before ("more than satisfactory" during 1985-86 and "satisfactory" during 1986-87 and 1987-88).

f. Principal/Vice-Principal ratings.

The administrators at KHS rated Cohesiveness as "satisfactory" before and during the first year of the project, and as "more than satisfactory" during 1988 or the second year of the project. School AH's administrators rated Cohesiveness as "satisfactory" before the project years and as "more than satisfactory" during the project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Cohesiveness.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Renewal by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 43. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Renewal as "satisfactory" before and during project years.

b. Parent ratings.

Except for school AH during 1987 or the first project year, the parents at the two schools rated Renewal as "satisfactory" before and during project years.

c. Teacher ratings.

Except for school AH during 1987 or the first project year, the teachers rated Renewal as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel at KHS rated Renewal "satisfactory" before project years, "more than satisfactory" during 1986-87 (first project year) and "satisfactory" during 1987-88 (second project year). School AH had "satisfactory" ratings throughout the three years.

e. Classified personnel ratings.

The classified personnel at the two schools rated Renewal as "more than satisfactory" before and "satisfactory" during project years.

f. Principal/Vice-Principal ratings.

The administrators at the two schools rated Renewal as "more than satisfactory" before and during project years.

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Renewal.

The 1985-86 through 1987-88 ratings of the General Climate sub-factor Caring by high school students, parents, teachers, certificated personnel, classified personnel, and principals/vice-principals are reported in Table 44. The data show the following:

a. Student ratings.

The students at KHS and school AH rated Caring as "satisfactory" before and during project years.

b. Parent ratings.

Except for school AH during 1987 or the first project year, the parents at the two schools rated Caring as "satisfactory"

before and during project years.

c. Teacher ratings.

The teachers at the two schools rated Caring as "satisfactory" before and during project years.

d. Certificated personnel ratings.

The certificated personnel rated Caring as "satisfactory" during 1985-86 (before project), "more than satisfactory" during 1986-87 (first project year), and "satisfactory" during 1987-88 (second project year). School AH rated Caring as "satisfactory" throughout the three years.

e. Classified personnel ratings.

While school AH's classified personnel rated Caring as "more than satisfactory" throughout the three years, KHS's classified personnel rated Caring as "more than satisfactory" before and "satisfactory" during project years.

f. Principal/Vice-Principal ratings.

The administrators at school AH rated Caring as "more than satisfactory" throughout the three years. The administrators at KHS rated Caring as "more than satisfactory" during 1985-86 (before project), "more than satisfactory" during 1986-87 (first project year), and "satisfactory" during 1987-88 (second project year).

In summary, the data did not support the project as having had discernible positive effects on the General Climate sub-factor Caring.

A pattern analysis of the results of the School Climate Survey was conducted for each school (KHS and school AH). The objective was to determine whether or not there was a distinct pattern of direction or a trend. To determine whether or not the pattern of direction was statistically significant, the sign test was conducted. The sign test that P>B occurs as often as P<B. The significance level was $p < .05$. (See section of School Climate Survey results (elementary schools) for more information on the procedures for the pattern analysis.)

Table 45 and 46 report the comparisons of the School Climate ratings before and during project years at KHS and school AH, respectively. The data show the following:

a. KHS

(1) Respect - Of the 12 comparisons among groups, the project years' ratings were lower in 11 cases and the same in one case. There was no project year's rating that was higher than before project year ratings. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. Before project years' ratings were significantly higher than the project years' ratings.

(2) Morale - Of the 12 comparisons among groups, the before project year ratings were higher than project year ratings in 12 cases. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. Before project years' ratings were significantly higher than the project years' ratings.

(3) Input - Of the 12 comparisons among groups, the project years' ratings were higher in three cases, lower in eight cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(4) Growth - Of the 12 comparisons among groups, the project years' ratings were higher in five cases, lower in three cases, and the same in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - Of the 12 comparisons among groups, the project years' ratings were higher in three cases, lower in eight cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - Of the 12 comparisons among groups, the project years' ratings were higher in three cases, lower in five cases, and the same in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - Of the 12 comparisons among groups, the project years' ratings were higher in three cases, lower in five cases, and the same in four cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(8) General Climate - Of the 12 comparisons among groups, the project years' ratings were higher in four cases, lower in five cases, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At KHS, the ratings of Respect and Morale during project years were significantly lower than the ratings before project years. For the other factors, there were no distinct patterns of directions.

b. School AH

(1) Respect - Of the 12 comparisons among groups, the project years' ratings were higher in nine cases, lower in two cases, and the same in one case. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' were significantly higher than before project years' ratings.

(2) Morale - Of the 12 comparisons among groups, the project years' ratings were higher in seven cases, lower in three cases, and the same in two cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(3) Input - Of the 12 comparisons among groups, the project years' ratings were higher in four cases, lower in three cases, and the same in five cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(4) Growth - Of the 12 comparisons among groups, the project years' ratings were higher in seven cases, lower in four cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(5) Cohesiveness - Of the 12 comparisons among groups, the project year' ratings were higher in six cases, lower in three cases, and the same in three cases. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(6) Renewal - Of the 12 comparisons among groups, the project years' ratings were higher in eight cases, lower in two cases, and the same in two case. The sign test

did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

(7) Caring - Of the 12 comparisons among groups, the project years' ratings were higher in nine cases and the same in three cases. The sign test showed a statistically significant difference ($p < .05$). The null hypothesis was rejected. The project years' ratings were significantly higher than before project years' ratings.

(8) General Climate - Of the 12 comparisons among groups, the project years' ratings were higher in eight cases, lower in three cases, and the same in one case. The sign test did not show a statistically significant difference ($p > .05$). The null hypothesis was accepted.

At school AH, the ratings of Respect and Caring during the project years were higher than during the non-project years. For the other factors, there were no distinct patterns of directions.

c. Summary

At KHS, distinct patterns of negative directions were found and were proved significant by the sign test ($P < .05$) for Respect & Morale. The ratings of these factors by the responding groups were higher before project years than during project years. On the other hand, school AH exhibited distinct patterns of positive directions which were proved significant by the sign test ($p < .05$) for Respect and Caring.

Synthesizing the findings from the School Climate Survey and the pattern analyses yields the following noteworthy points:

a. The School Climate Survey results showed that the groups' overall ratings did not support the project as having had discernible positive effects on General Climate and its seven

subfactors. However, there were instances of negative effects occurring. But these negative effects could not be fully supported by the majority of the responding groups.

b. The pattern analyses support the findings of the School Climate Survey: the project did not have discernible positive effects on KHS's General Climate and its seven sub-factors.

6. School Incident Report

The status of student retentions, suspensions, dismissals, class offenses, and attendance before and during project years was examined at KHS, KIS, LES, and comparison schools. The examination focused on determining whether or not there were noticeable changes that may imply project effects. The findings are as follows:

a. Retentions, all grades at Liholiho, schools A & B.

SCHOOL	1985	1986	1987	1988
Liholiho	3(1.0%)	5(1.7%)	3(1.1%)	2(0.7%)
A	8(2.1%)	5(1.3%)	2(0.5%)	6(1.5%)
B	6(0.9%)	1(0.2%)	1(0.1%)	2(0.3%)

The data show that at Liholiho, the retention rates declined slightly from 1986 through 1988. Schools A & B did not show a decline, but school B's retention rates appear to be very low before and during project years. The overall status of the retention rates appears to favor Liholiho slightly because of its declining rates. However, because of the low retention rates before and during project years among the schools, it is judged that the changes in retention rates at Liholiho are not considerably strong enough to imply project effects.

b. Retentions, all grades at KIS, A1 & B1 schools.

SCHOOL	1985	1986	1987	1988
KIS	31(5.6%)	4(0.8%)	12(2.5%)	0(0.0%)
A1	0(0.0%)	0(0.0%)	17(1.8%)	11(1.7%)
B1	6(1.0%)	7(1.4%)	25(5.7%)	17(4.5%)

The data show that the comparison schools had a higher proportion of retention rates during project years than before project years (school BI retention rates appear to noticeably change). KIS retention rates fluctuated in a down-up-down pattern. The pattern does not indicate a trend that would imply project effects.

c. Retentions, all grades at KHS and AH school.

SCHOOL	1985	1986	1987	1988
KHS	20(1.2%)	162(10.0%)	152(10.1%)	158(10.2%)
AH	83(6.0%)	74(5.4%)	0(0.0%)	167(11.3%)

The data show that the retention rates at KHS have been relatively consistent from 1986 through 1988 (before and during project years). School AH had no retention in 1987 (first year of project) but exhibited an 11.3% retention rate in 1988. The overall data do not provide evidence of a noticeable change to imply project effects.

d. Student behavior - suspensions and offenses

As already noted, suspension, dismissal, and class offense data were obtained from school profile reports. Suspensions are defined as follows:

(1) Crisis suspensions

As defined in Chapter 19, Section 8-19-2, "crisis suspension" means the immediate exclusion of a student from school in an emergency, because the student's conduct presents a clear threat to the physical safety of self or others, or the student is so extremely disruptive

as to make the student's immediate removal necessary to preserve the right of other students to pursue their education free from undue disruption.

(2) Regular suspensions

"Suspension" means exclusion from school for a specific period during a school year.

"Dismissal" means exclusion from school for the remainder of the school year.

Class offenses are conduct prohibited to public school students during class hours, on school premises, or during department supervised activities. Examples are listed for illustration purposes.

(1) Class A offenses; unlawful conduct:
(Police Report Mandatory)

a. Assault
b. Dangerous drugs; possession use, or sale of
c. Dangerous instrument; possession or use of
d. Extortion
e. Intoxicating compounds; sale of
f. Marijuana or marijuana concentrate; sale of
g. Property damage
h. Robbery
i. Sexual offenses
j. Terroristic threatening

(2) Class B offenses; unlawful conduct:
(Police Report Mandatory)

a. Burglary
b. Disorderly conduct

c. Gambling
d. Harassment
e. Intoxicating compounds; possession or use of
f. Marijuana or marijuana concentrate; possession or use of
g. Theft
h. Trespassing

(3) Class C offenses; department-prohibited conduct:

a. Class cutting
b. Insubordination
c. Leaving campus without consent
d. Smoking; use of tobacco substances

The suspensions, dismissals, and class offenses are reported in Tables 47, 48 and 49 for high school, intermediate, and elementary project and comparison schools, respectively.

The data show the following:

(1) High school suspensions and dismissals.

The proportion of crisis suspensions was lower during project years than before project years at KHS. The regular suspension rates at KHS did not show a distinct declining pattern - they showed a down and up trend. The proportion of regular suspensions was lower during project years than before project years at school AH, but the crisis suspension rates did not show a distinct declining trend. There were no dismissals at both schools during project years. The findings do not provide sufficient evidence to imply project effects.

(2) High school offenses.

The proportion of "A" offenses committed by KHS students was lower during project years than before project years; however, it did not appear that the proportion was declining. For the "B" & "C" offenses, both schools showed non-declining patterns. The findings do not provide strong evidence to imply project effects.

(3) Intermediate school suspensions and dismissals.

The crisis suspensions at KIS were proportionately higher during project years than before project years. Also, the KIS crisis suspension rates were higher than schools' AI & BI crisis suspension rates before and during project years. KIS's regular suspension rates declined tremendously in the first year of the project but increased considerably in the project's second year. School AI's regular suspension rates were higher during project years than before project years. School B's regular suspension rates were about the same in the before project years and the project's first year; and experienced a slight drop in the project's second year. All these schools did not have dismissal cases in the four years. The data do not provide strong evidence that may imply project effects.

(4) Intermediate school offenses.

"A" and "B" offenses committed by KIS students were higher during project years than before project years; however, the pattern did not indicate an increasing trend. Schools AI & BI did not show a declining trend for the "A" and "B" offenses. School B's "B" offenses

were slightly higher during project years than before project years. KIS's "C" offenses were lower during project years than before project years. Other than the KIS's "C" offenses, the data do not provide evidence to imply project effects.

(5) Elementary school suspension and dismissals.

Liholiho and school A did not have crisis suspensions during project years. Regular suspensions occurred at all three schools but discernible trends were difficult to determine because of the lack of before project year data. There were no dismissal cases at all three schools during project years. The data do not provide sufficient evidence to imply project effects.

(6) Elementary school offenses.

No data were reported for "A", "B" and "C" offenses at Liholiho and school B during 1986. No data were reported for the same offenses at school A during 1987 and 1988. However, "A" "B" and "C" offenses were committed by students at all three schools. Generally, the proportion of those offenses was small (in some years, none were reported).

e. Student Attendance

(1) Elementary school absent rates.

	1985	1986	1987	1988
LES	4.3%	4.2%	4.3%	4.0%
A	5.6%	4.4%	5.0%	5.1%
B	4.1%	3.6%	4.2%	3.3%

The data show that the absent rates throughout the four years have been relatively consistent for each school.

(2) Intermediate school absent rates.

	1985	1986	1987	1988
KIS	5.0%	4.0%	3.6%	2.6%
AI	4.2%	4.2%	3.4%	4.0%
BI	3.8%	3.8%	4.6%	4.7%

The data show that KIS had a declining pattern in the absent rates. School AI had relatively consistent rates; whereas, school BI had an increasing pattern of absent rates.

(3) High school absent rates.

	1985	1986	1987	1988
KHS	10.0%	12.5%	14.0%	12.6%
AH	7.1%	9.9%	9.6%	13.4%

The data show that the absent rates at KHS were slightly higher during project years than before project years, but an increasing pattern does not appear evident. School AH's absent rates climbed slightly with the highest absent rate recorded during 1988. The data do not show strong changes to imply project effects.

In summary, based on the School Incident Report findings, the following points are noteworthy:

a. There were no noticeable changes at the project schools (KHS, KIS and LES) when the 1985 through 1988 retention rates were examined. No discernible trend could be observed to imply project effects.

b. There were no noticeable changes at the three project schools when the 1985 through 1988 suspension and dismissal rates were examined. No discernible trend could be observed to imply project effects.

c. There were no noticeable changes at the project schools when the 1985 through 1988 offense data were examined. However, relative to the "C" offenses, KIS shows some sign of possible effects.

d. There were no noticeable changes at KHS and Liholiho when the 1985 through 1988 attendance data (absent rates) were examined. The KIS declining absent rates may imply project effects.

7. Summary

The effects of the mediation project were determined by testing the hypothesis - The mediation project has a positive effect on school climate. The results of the test are summarized as follows:

a. Through questionnaire response, the mediators and disputants indicated that the mediation project had a positive effect on school climate. The staff was not sure but there were indications that if the question were stated more precisely, the inclination would have been to agree with the mediators and disputants.

b. The administrators, project counselors, and project coordinator and his assistant generally indicated in interviews that the project to some extent had positive effects on school climate. The extent of the effects were difficult to determine.

c. The findings from the School Climate Survey (elementary) and pattern analyses suggested that the data did not support the

mediation project as having had discernible positive effects on Liholiho's school climate.

d. The findings from the School Climate Survey (intermediate) did not support the project as having had discernible positive effects on General Climate and its seven sub-factors. However, contrary to the school climate survey findings, the pattern analyses showed that patterns of positive directions were found to be distinct and significant at KIS. The results suggested that the mediation project did have discernible positive effects on school climate at KIS according to the responding groups (students, teachers, certificated staff, classified staff, and principal/vice-principal).

e. The findings from the School Climate Survey (high school) and pattern analyses suggested that the data did not support the mediation project as having had discernible positive effects on KHS school climate.

f. The findings from examining the retention rates suggested that the data did not support project effects on retention at all project schools.

g. The suspension and dismissal incidents seemed not to have been affected by the project. No discernible trend was present to imply project effects.

h. There were no noticeable changes for "A", "B" and "C" offenses because of the project (except for KIS which showed signs of possible positive effects on the "C" offenses).

i. The attendance data did not suggest that the project at KHS and LES affected the absent rates; however, KIS may have been affected by the project in demonstrating a declining absent rate.

The hypothesis was supported by the mediators, disputants, administrators, project counselors, and project coordinator and his assistant, but was not supported in most cases by the school climate assessment, pattern analysis, and school profile data.

G. General Issues

1. Will mediation become a permanent part of our school "justice" system or a passing fad?

The views and opinions of those who were involved with the project were obtained through questionnaires or interviews. Those administered the questionnaires were the staff from the project schools and those interviewed were the administrators, project counselors, and project coordinator and his assistant. The results and findings are as follows:

a. Preference for mediation.

Of the staff responding, 67.2% and 68.0% in 1987 and 1988, respectively, indicated that they liked mediation because disputants could solve problems by themselves. More than 21% of the staff in both years were not sure. (Staff item 11)

Of the mediators responding, 94.7% and 85.0% in 1987 and 1988, respectively, indicated that they liked mediation because disputants could solve problems by themselves. Of the disputants responding, 90.0% in 1987 and 85.7% in 1988 shared the same sentiments as the mediators. (Student item 9)

Of those interviewed, all indicated that the mediation process was beneficial because it gave the disputants the opportunity to solve their own problems and learn to approach conflicts in a civil manner.

b. Competence in dealing with conflicts.

Of the staff responding, only 18.8% and 16.2% in 1987 and 1988, respectively, indicated that they felt more competent in dealing with conflicts since the advent of the project. (Staff item 12)

Of the mediators responding, 84.2% in 1987 and 90.0% in 1988 indicated that they felt more competent in dealing with disputes in general. Of the disputants responding, 73.3% in 1987 and 82.1% in 1988 shared the same sentiment as the mediators. At KHS, 40% of the disputants in 1988 were not sure. (Student item 10)

c. Mediation as part of the school curriculum or disciplinary process.

Of the staff responding, only 45.3% in 1987 and 48.6% in 1988 indicated that mediation should be made a part of the school curriculum. On mediation as a part of the school's disciplinary process, as reported previously, 70.3% in 1987 and 64.9% in 1988 said "yes." (Staff items 14 & 15)

Of the mediators responding, 63.2% in 1987 and 25.0% in 1988 indicated that mediation should be taught in school like mathematics or social studies. As reported previously, 66.7% in 1987 and 55.0% in 1988 indicated that mediation should be a part of the disciplinary process in the school. (Student items 11 & 12)

Of the disputants responding, 62.1% in 1987 and 53.6% in 1988 indicated that mediation should be taught in school like mathematics or social studies. As reported previously, 83.3% in 1987 and 71.4% in 1988 indicated that mediation should be a part of the disciplinary process in the school. (Student items 11 & 12)

Of those interviewed, the comments were as follows:

(1) A mediation program can be an integral part of the school's curriculum, provided that the faculty give its support. The faculty now seems more accepting of the project. Mediation can be a valuable part of the disciplinary process because students can resolve their own problems. If the problem is severe, then the problem has to be managed by other means. However, the mediation can take place in follow-up activities.

(2) Yes. The mediation project can be part of the school's curriculum and the school's disciplinary process. In cases of fights, mediation can be used as a follow-through (aftermath) - should there be negative feelings persisting. A major problem is having mediators available in a short time. Perhaps a mediation class can be installed every period so that student mediators need not be "pulled-out" from instructional classes; so they'll be always available. However, there need to be external resources to operate the program.

(3) The mediation project cannot be part of the school curriculum. Mediation needs adequate scope and sequence before it can become a curriculum. Presently it does not have them. The mediation project is now part of the disciplinary process.

(4) The mediation project is currently not in the school's disciplinary process. Many student conflicts were referred to the V.P.'s to handle. A good number of those could have been managed through mediation. One V.P. has taken advantage of the program but generally, the V.P.'s verbally accept the mediation project but do not show it overtly. Mediation can be strategically utilized for severe fight cases: as an aftermath, the

disputants can go through mediation. Unfortunately, cases of this type were not taken advantage of. It would be ideal if students can be introduced to mediation concepts through classwork. The Social Studies area would be a good starting point. Have not heard from administrators to initiate a mediation curriculum.

(5) There is a place for the mediation project in the disciplinary process. However, it is not being used that way. For Chapter 19 - suspension cases, mediation could have been but was not used as a follow-up to avoid recurrences. The mediation project could be used in the context of general guidance, emphasizing as an alternative the teaching of decision - making skills.

(6) The mediation project is operating within the philosophy of guidance rather than discipline. The mediation project can be integrated into the curriculum. However, it would be difficult to "squeeze" into what is already a heavy load for teachers to teach.

(7) The mediation project can be an integral part of the disciplinary system provided that it does not conflict with Chapter 19. Initial Chapter 19 cases are not for mediation; however, as an aftermath to Chapter 19, if warranted, the potential for mediation exists. The mediation project can be part of the school curriculum only if there is a teacher who believes in the project; otherwise it would be fruitless. There are mediation materials currently available that can be used for curriculum. One in particular is used in San Francisco - Problem Solving Conflict Management.

(8) The mediation project should be part of the school's disciplinary process and curriculum. The fourth "R" (RRRR) - Reading, 'riting, 'rithmatic and resolution.

d. Dissemination of the mediation project.

Of the staff responding, 65.6% in 1987 and 68.5% in 1988 indicated that they would encourage the Department of Education to establish mediation projects at other schools. Over 21% in 1987 and 1988 were not sure. (Staff item 18)

Of those interviewed about project dissemination, the comments were as follows:

(1) If transferred to another school, the administrator would continue to have a mediation project, but would need help from the project coordinator. Project dissemination statewide would be encouraged because the mediation project has value.

(2) The mediation project is worth disseminating. However, it cannot be installed as an "add on" project. There will be a need for additional resources. Dissemination would be encouraged on the basis of making a commitment by providing additional resources.

(3) If the mediation project would benefit people, yes, statewide dissemination would be encouraged. However, much will depend on commitment to the project. Presently, there is a model which can now be shared with others.

e. Mediation a bandwagon.

Of those interviewed on the question whether the mediation as

a means toward dispute management is another bandwagon, the comments were as follows:

(1) Mediation is not another "bandwagon" effort. Mediation as a means of dispute management will be around because of its usefulness. This idea ties in with the sentiments of the Board of Education.

(2) The mediation effort is not a "bandwagon." There is a national movement which is influencing a social movement - legal society. The necessity of the movement is there. The mediation project has operated for two years. The project may have satisfied all research requirements, but it needs more time to cause significant changes in schools; it has not come close to realizing its potential as a change agent. It needs to show students that they themselves can control their own behavior, control what happens in school, have powers to solve problems, make decisions and solve conflicts. The potential is that knowing these things, the students can practice these skills as adults and in turn teach them to their children. The mediation project's potential is to provide citizens an understanding that solving problems through violence is not the answer, but that solving problems should be through open and frank discussions, making conciliations, and making mutual agreements - not to do certain things, etc. The project coordinator and his assistant have helped in making the schools better.

(3) Mediation as a means to dispute management is not a "bandwagon" effort. "I don't start a program and let it die."

(4) Hope that the mediation project is not a "bandwagon" effort. Programs are operated by people. A problem with

the D.O.E. is that there may be help initially but the support usually is not maintained.

(5) The mediation project should continue. There need to be added resources - someone to take care of the project in terms of training and managing a mediation club. Because of the current work load, the interviewee can handle only the intake work.

(6) Hope that the mediation project is not a bandwagon effort. The concepts are workable. The interviewee had doubts about the project in 1987; however, because of being personally involved, the interviewee appreciated the project in 1988.

(7) If the focus is only on mediation, then the project may die out. It would be better if the focus is on conflict resolution, and mediation is viewed as just one option. Other conflict resolution options should be considered in the total context of resolutions. One option could be group problem-solving process which could be culturally related. The concept of conflict resolution is not a "bandwagon."

(8) The mediation project is not a "bandwagon" effort. It is recognized that everybody has misunderstandings; people would like to and need to communicate. We need to address a fundamental aspect of humanity which has been neglected - how to communicate to resolve problems. History shows - "you'll get a stick; I'll get a bigger stick." Society now recognizes a need to communicate. That is why there is an interest in parenting, communication skills workshops.

The overall results and findings are summarized as follows:

a. The mediators and disputants liked mediation because disputants could solve problems by themselves. Of those interviewed, all said that mediation is beneficial because it helps students to solve their own problems and helps them to approach problems in a civil manner.

b. Mediators and disputants indicated that they now feel more competent in dealing with disputes.

c. Only a small proportion of staff, mediators, and disputants indicated that mediation should be part of the school curriculum. Except for disputants, a small proportion of staff and mediators said that mediation should be part of the disciplinary process. Of those interviewed, only one person said that mediation could not be part of the school curriculum, while the rest of the interviewees saw otherwise, even though they may be hard pressed without additional resources. As a disciplinary process, some indicated that mediation is already part of the disciplinary process or has the potential of being part of it.

d. The interviewees were favorable to the idea of the project being disseminated to other schools. However, a strong case was made to have additional resources to help install and operate the project.

e. All interviewees did not see the mediation project as a "bandwagon".

Thus, in general, the findings suggest that the mediation project potentially has a place in the school system and that it is not another "bandwagon". The project should be supported.

2. How should confidentiality be handled by mediators? in general?

Of those interviewed about confidentiality, the comments were as follows:

a. No problems were encountered about confidentiality as it is practiced now. The mediation project relative to confidentiality was explained to parents at open house, newsletter, etc.

b. No problems or complaints about confidentiality.

c. No problems so far about confidentiality. The parents are more concerned about the students being pulled out of class, thereby, missing classwork (students are still responsible for work missed in class).

d. The mediators seem to handle confidentiality quite well. If confidentiality is broken, it would be the disputants who usually "mouth-off." Parents are generally not notified of mediation cases. Parents are notified only when the mediation sessions are held after school and it's anticipated that the students may be late going home.

e. No problems with confidentiality as it is practiced so far. Student mediators are instructed to destroy session notes.

f. No major problems exist relative to confidentiality.

g. No major problems with confidentiality. If confidentiality is broken, it's usually the disputant causing it. No major problems with parents. For the new schools starting a mediation project, this issue of confidentiality will need to be addressed. Informing parents about the mediation project was lacking.

h. No major problems with confidentiality as it is practiced now.

The general consensus was that confidentiality as it was practiced posed no problem operationally.

3. What are the features about the mediation project in terms of likes, dislikes, improvements, and general comments:

The results of the open-ended questions responded to by the staff and mediators/disputants in 1988 are reported in Appendices E and F, respectively. Some of the comments are summarized below.

a. Likes (Staff Questionnaire)

(1) Elementary school responses generally were:
Not just "top" students are chosen as mediators but other qualities in students are considered when choosing mediators; program is a contributing factor to prevent serious conflicts; students can better express their problems more freely to their peers; peers can solve their own problems; another option for problem solving; gave participants more self-esteem and confidence; learned inter-personal communication skills.

(2) Intermediate school responses generally were:
Well and effectively organized; students seem to enjoy mediation; teachers and students can use the mediation process; good problem solving technique (students can solve their own problems).

(3) High school responses generally were:
Students help to resolve their own problems; opportunity for teacher-student mediation; it's a preventive measure; offers another option to solve problems; improved campus climate; open communication process; student act as mediators.

(3) Elementary school responses generally were:
Not just "top" students are chosen as mediators but other qualities in students are considered when choosing mediators; program is a contributing factor to prevent serious conflicts; students can better express their problem more freely to their peers; peers can solve their own problems; another option for problem solving; gave participants more self-esteem and confidence; learned inter-personal communication skills.

b. Likes (Mediator and Disputant responses)

(1) Disputant responses were:
Solve conflicts without an adult being present; mediators are fair and neutral; can learn to solve own problems non-violently and teaches one self-control; problems communicated are confidential; the mediation project is good; can express own feelings.

(2) Mediator responses were:
Can help others solve problems; cuts down the rate of problems in school; can help myself now; make sacrifices to solve problems; meet new people; learn more about how people get into fights; its an honor being a mediator.

c. Dislikes (Staff Questionnaire - combined)

Students missing class time and not making effort to make-up assignments; non-involuntary or disinterested staff in project; lack of communication; lack of administrative push with the project; referral system needs to be improved; program not utilized to its fullest potential; not in school curriculum; no feedback; does not address the really authentic causes of

trouble; insufficient number of cases for mediators to develop experience; choice of mediators not that good; many areas of mediation are not applicable to K-2 children.

d. Dislikes (Mediator and Disputant responses)

(1) Disputant responses were:

Completing questionnaires; some mediators are too aggressive, if you don't agree to mediation; they gave detention after school; school records are investigated and "bad points" are reported and kept in file as a permanent record.

(2) Mediator responses were:

Not enough people (students) know about the mediation process; loss of class time; sometimes mediation program used against other people (abused); mediation club attendance was poor; not enough cases to handle.

e. Improvement (Staff Responses - combined)

Provide workshop to teachers; utilize teachers through process; more information regarding type, number of cases, results, disputant involved to determine program effects; having workshops during school hours for students; utilizing a self-referral box; have V.P.'s refer more cases; develop a conflict resolution course; case intake sheets available for study before meeting disputants; more publicity; mediators excercise confidentiality; provide student credit (elective) for participation; more recognition for mediators; more student and teacher participation; provide training for parents; provide/allow mediators to visit other schools with similar programs; expand to campus mediation.

f. Improvement (Mediator and Disputant responses)

(1) Disputant responses were:
Have more mediators; getting more people involved; using opposite sex (mediators-disputants) completely for a problem; let disputants choose their mediators; avoid "bugging" the people who use the services so much.

(2) Mediator responses were:
Informing more people about mediation; more demonstration sessions (training) using different people, and allow mediators to make input; have 4th grade mediators.

g. General Comments (Staff Questionnaire-combined)

This project is very worthwhile; mediation can be useful if all students are able to participate in the process (only "special" students are given the opportunity).

h. General Comments (Mediator and Disputant responses)

(1) Disputant responses were:
It's a good project; I'm glad I went to mediation; how to handle big problem.

(2) Mediator responses were:
Good program; wants program extended to Kalani High School; membership in mediation club shouldn't be compulsory (attendance is poor).

V. Summary & Conclusions

A. To What Extent Has The Mediation Project Been Developed and Installed?

The Dispute Management in the Schools Project (DMSP) as it was developed and installed had a good start in the three project schools.

The participation and confidence of the educational establishment were secured. The Phase 1, Start-up Activities, pre-entry stage was well executed.

Project goals and objectives were clear, and the project was explained well enough for staff, mediators, and disputants to understand. The procedures for involvement in the project were clearly stated. However, the coordination between the project and school and communication with parents about the project could be improved.

The mediators were adequately trained. Constructive suggestions to improve the training were provided. Also, the process of recruiting mediators was adequate. To improve the selection of mediators, it was suggested that students be involved in the process, and that teachers understand the project better.

On mediator assignments, there were no specific guidelines for school persons to use. Many of the assignments were dependent upon the assessment of problem situations by the project counselors. Also, assignments were dependent upon the teachers' willingness to release students from classes for mediation. Scheduling mediation sessions at the convenience of all parties was a difficult problem. Teacher-student type disputes require at least one adult mediator as co-mediator with a student.

The best arrangement for mediation cases was found to be having two mediators working as co-mediators.

B. What Are The Effects of Mediation As A Means To Manage Disputes In The School?

Mediation is effective in managing disputes in the school when it involves student-student type disputes of certain problem types: such as personality differences, misunderstandings, and communication problems.

More research on the effectiveness of mediation in managing disputes involving student-school conflicts and school-community conflicts in the school needs to be conducted. The student-school conflict types appear to be potentially manageable.

C. What Are The Attributes Of An Effective (Successful) Mediator?

The study did not support the hypotheses that to be more effective, mediators should be of the same school, sex, grade level (age), ethnic group, and position as the disputants, and that mediators who know the disputants are more effective than mediators who do not know the disputants. However, although not tested, nine attributes of a good mediator were given:

1. Need to be confident - strong character.
2. Need to have a good understanding of the mediation process.
3. Need the ability to write agreements clearly.
4. Need to be directive.
5. Need to have leadership qualities.
6. Need to be responsible persons.
7. Need to be caring.
8. Need to be good listeners and need to know how to ask questions.
9. Need not be active student council type.

D. What Are The Attributes Of Disputants?

The findings on the general attributes of disputants are as follows:

1. There were significantly more female disputants than male disputants. The ratio of female to male disputants was a little less than 2:1.

2. The highest proportions of male and female disputants were in grades 8, 7, and 9 (in descending order).

3. The four highest ethnic compositions of disputants were Japanese, white, part-Hawaiian, and Chinese. The ethnic distribution of disputants at each school was aligned with the respective school's student ethnic population.

4. Overall, a small proportion of the disputants was special education students. However, at LES, the proportion of disputants who were special education students far exceeded the proportion of the school's special education population.

5. The proportion of disputants on the free/reduced lunch program at each school was found to be aligned with the respective schools' free/reduced lunch program.

6. A major proportion of the disputants' GPA's was evenly distributed in the less than 2.0 group and 2.0 to less than 3.0 group.

The project counselors, project coordinator, and his assistant perceived disputants as having the following attributes:

1. Disputants are usually non-listeners.
2. Disputants usually have a history of past conflicts.
3. Disputants do not have problem solving skills and have different attitudes toward approaches to problems.
4. Students involved with school are less likely to be disputants.

Personal characteristics of disputants beyond the findings presented require a more in-depth study of understanding the personality structure of disputants. To examine the personality structure of

disputants was beyond the scope of this study. However, the topic could be a strong consideration for future research.

E. What Is The Nature Of Conflicts On Disputes In The School Utilizing Mediation?

The general policy of not allowing mediators to mediate cases dealing with weapons, drugs, and assaults limited the mediators to manage certain types of problems. From actual cases mediated, eight major categories of conflicts were identified. These are:

1. Gossip/Rumor
2. Arguments
3. Dirty Looks
4. Classroom Behavior
5. Harassment
6. Jealousy
7. Fight/Pending Fight
8. Invasion of Privacy

Across the two year period, the four major categories of conflicts which occurred most frequently were Gossip/Rumor, Harassment, Arguments, and Classroom Behavior. The highest proportion of the major conflicts at each project school was Arguments at KHS, Gossip/Rumor at KIS, and Harassment at LES. Sex and the categories of major conflicts were significantly related. The three most common female conflicts were Gossip/Rumor, Argument, and Harassment. The most common male conflict was Harassment.

Relative to ethnicity, the Japanese, white, and part-Hawaiians were the three most involved as disputants. The Japanese disputants were more involved with Gossip/Rumor, Harassment, Arguments, and Classroom Behavior, in descending order; the white disputants were more involved with Harassment, Gossip/Rumor, Arguments, and Classroom Behavior (in descending order); and part-Hawaiian disputants were more involved

with Gossip/Rumor, Harassment, Arguments, and Jealousy (in descending order).

F. What Are The Effects Of The Mediation Project On School Climate?

The mediators, disputants, administrators of project schools, project counselors, and project coordinator and assistant felt that the mediation project had positive effects on their respective schools' climate. However, in most cases, the School Climate Assessment, pattern analysis, and school profile data (retentions, dismissals, suspensions, class offenses, and attendance) did not show discernible changes that would warrant possible positive effects on school climate. An exception was the results of the pattern analysis conducted for KIS. The KIS analysis showed a discernible positive trend which was proved statistically significant. Also, KIS's "C" offenses showed a noticeable declining pattern from before project to project years.

G. General Issues

The mediation project has a place in the educational school system and may not have to be a fad that will come and go.

The project was viewed favorably by mediators and disputants, and perceived to be beneficial to students by those interviewed. The mediators and disputants revealed that they were more competent in dealing with disputes on conflicts. Those interviewed favored project dissemination with appropriate resources. The administrators, project counselors, and project coordinator and assistant did not see the project as another "bandwagon". At the least, if unsure, it was hoped that the project was not a "bandwagon."

The major question is whether or not the Department's state leadership sees a need for such a project and sees it as important enough to set a high priority for dissemination. The high priority is paramount because of the need to provide human resources to operate the project

efficiently and effectively, and to prevent having "add ons" to an already heavy workload situation at the school level. Moreover, in addition to dedication, it is important that prospective project personnel possess the expertise in the area of conflict resolution and understand the mediation process. In the view of one interviewee, the project emphasis should be on conflict resolution in general, and mediation should be one option in the repertoire of conflict management. Nonetheless, it is concluded that without the external resources from the University of Hawaii and Department, the DMSP would not have been able to operate as successfully as it did.

Should the Department see fit to pursue expansion, a "model" to follow exists.

Confidentiality as it operated in the project schools was not a problem.

Features of the mediation project in terms of likes, dislikes, and improvement were reported. These are recommended for review. The feasibility of the information for future use should be assessed.

Table 1

DISPUTE MANAGEMENT IN THE SCHOOLS PROJECT

Mediator/Disputant Survey

	1987 Response				1988 Response			
Number of surveys distributed:		LES	KIS	KHS	TOTAL	LES	KIS	KHS	TOTAL
	Mediator	12	12	14	38	17	14	18	49
	Disputant	22	70	46	138	23	30	32	85
	Total	34	82	60	176	40	44	50	134
Number of surveys returned:		LES	KIS	KHS	TOTAL	LES	KIS	KHS	TOTAL
	Mediator	9	3	7	19	12	3	5	20
	Disputant	4	14	12	30	14	9	5	28
	Total	13	17	19	49	26	12	10	48
% of surveys returned:		LES	KIS	KHS	TOTAL	LES	KIS	KHS	TOTAL
	Mediator	75.0%	25.0%	50.0%	50.0%	70.6%	21.4%	27.8%	40.8%
	Disputant	18.2%	20.0%	26.1%	21.7%	60.9%	30.0%	15.6%	32.9%
	% of Total	38.2%	20.7%	31.7%	27.8%	65.0%	27.3%	20.0%	35.8%
Mediation cases involved in by respondents:		LES	KIS	KHS	TOTAL	LES	KIS	KHS	TOTAL
	Mediator								
	none	2	0	2	4	3	0	0	3
	1-2	4	1	1	6	6	0	1	7
	3-4	3	1	2	6	2	3	2	7
	5+	0	1	2	3	1	0	2	3
	Disputant								
	none	1	0	1	2	3	1	0	4
	1-2	3	7	10	20	6	7	5	18
	3-4	0	4	0	4	3	1	0	4
	5+	0	3	1	4	2	0	0	2
	Total	13	17	19	49	26	12	10	48
Sex of respondents:		LES	KIS	KHS	TOTAL	LES	KIS	KHS	TOTAL
	Mediator								
	Male	4	0	3	7	6	0	3	9
	Female	5	3	4	12	6	3	2	11
	Disputant								
	Male	0	3	1	4	7	2	4	13
	Female	4	11	11	26	7	7	1	15
	Total	13	17	19	49	26	12	10	48

Table 1

DISPUTE MANAGEMENT IN THE SCHOOLS PROJECT

Teacher/Administrator/Counselor Survey

1987 Response

Number of surveys distributed:

	LES	KIS	KHS	TOTAL
Teacher	19	29	97	145
Administrator	1	2	3	6
Counselor	1	3	5	9
Total	21	34	105	160

Number of surveys returned:

	LES	KIS	KHS	TOTAL
Teacher	13	10	34	57
Administrator	1	0	1	2
Counselor	1	1	3	5
Total	15	11	38	64

Percent (%) of surveys returned:

	LES	KIS	KHS	TOTAL
Teacher	68.4%	34.5%	35.1%	39.3%
Administrator	100.0%	.0%	33.3%	33.3%
Counselor	100.0%	33.3%	60.0%	55.6%
% of Total	71.4%	32.4%	36.2%	40.0%

No. of respondents serving as mediators/ disputants:

	LES	KIS	KHS	TOTAL
Mediator	2	2	4	8
Disputant	0	0	3	3

1988 Response

Number of surveys distributed:

	LES	KIS	KHS	TOTAL
Teacher	18	30	94	142
Administrator	1	2	3	6
Counselor	1	3	5	9
Total	20	35	102	157

Number of surveys returned:

	LES	KIS	KHS	TOTAL
Teacher	14	14	40	68
Administrator	1	0	2	3
Counselor	1	0	4	5
Total	16	14	46	76

Percent (%) of surveys returned:

	LES	KIS	KHS	TOTAL
Teacher	77.8%	46.7%	42.6%	47.9%
Administrator	100.0%	.0%	66.7%	50.0%
Counselor	100.0%	.0%	80.0%	55.6%
% of Total	80.0%	40.0%	45.1%	48.4%

No. of respondents serving as mediators/ disputants:

	LES	KIS	KHS	TOTAL
Mediator	1	1	6	8
Disputant	0	0	1	1

Table 2

Project Data

Dispute Management in the Schools Project

1986-87 & 1987-88 School Years

SUMMARY OF CASES MEDIATED

SCHOOL	SY	NO. OF CASES	AGREEMENTS	FOLLOW-UPS CONDUCTED	CASE CLOSED	AGREEMENT BROKEN
KHS	'86-'87	27	27	27	25	1
	'87-'88	18	18	17	17	1
KIS	'86-'87	46	44	40	38	2
	'87-'88	20	19	18	18	3
LES	'86-'87	7	7	3	3	0
	'87-'88	18	18	18	18	0
TOTAL	'86-'87	80	78	70	66	3
	'87-'88	56	55	53	53	4

Table 3

Familiarity Between Mediator & Disputant
('87-'88 SY only) - No LES data available*

Summary: @COUNT Field: FAMILIARITY WITH DISPUTANT

SCHOOL		FAMILIARITY WITH DISPUTANT 1	2	3	ALL
S	KHS	19	10	10	39
C	KIS	21	9	5	35
H	LES	0	0	0	0
O	ALL	40	19	15	74
O					
L					

* LES did not keep records

1 = Very familiar
2 = Not too familiar
3 = Not familiar

Table 4

NUMBER OF DISPUTANTS BY SEX (PER SCHOOL)

SCHOOL	SY	FEMALE	%	MALE	%	TOTAL
KHS	'86-'87	43	69.4%	19	30.6%	62
	'87-'88	24	58.5%	17	41.5%	41
KIS	'86-'87	90	75.0%	30	25.0%	120
	'87-'88	31	73.8%	11	26.2%	42
LES	'86-'87	12	50.0%	12	50.0%	24
	'87-'88	18	42.9%	24	57.1%	42
TOTAL	'86-'87	145	70.4%	61	29.6%	206
	'87-'88	73	58.4%	52	41.6%	125

Table 5

Sex of Disputants by Grade Level - All Cases
Frequency Count

Summary: @COUNT Field: SEX

		GRADE 0	3	4	5	6	7	8	9	10	11	12	ALL
S	F	6	1	1	16	12	45	75	24	21	10	7	218
E	M	11	5	12	13	3	14	26	13	5	10	1	113
X	ALL	17	6	13	29	15	59	101	37	26	20	8	331

Sex of Disputants by Grade Level - All Cases
Percent by Sex

Summary: @COUNT Field: SEX % Row

		GRADE 0	3	4	5	6	7	8	9	10	11	12	ALL
S	F	2.8	0.5	0.5	7.3	5.5	20.6	34.4	11.0	9.6	4.6	3.2	100.0
E	M	9.7	4.4	10.6	11.5	2.7	12.4	23.0	11.5	4.4	8.8	0.9	100.0
X	ALL	5.1	1.8	3.9	8.8	4.5	17.8	30.5	11.2	7.9	6.0	2.4	100.0

Table 6

Ethnicity of Disputants
by School - ('86 - '87 SY)

Summary: @COUNT Field: ETHNICITY

		ETHNICITY A	B	C	D	E	F	G	H	I	J	K	L	M	N	ALL
S	KHS	0	1	5	2	0	8	10	2	3	0	6	16	6	3	62
C	KIS	0	1	12	9	2	21	26	1	15	2	0	28	3	0	120
H	LES	0	0	3	4	0	4	1	0	2	0	0	3	7	0	24
O	ALL	0	2	20	15	2	33	37	3	20	2	6	47	16	3	206
O																
L																

Ethnicity of Disputants
by School - ('87 - '88 SY)

Summary: @COUNT Field: ETHNICITY

		ETHNICITY B	C	D	F	G	H	I	J	K	L	M	N	ALL
S	KHS	0	2	1	8	16	1	2	0	5	3	3	0	41
C	KIS	1	4	3	15	11	0	1	0	0	5	1	1	42
H	LES	0	1	2	5	10	0	1	3	1	15	4	0	42
O	ALL	1	7	6	28	37	1	4	3	6	23	8	1	125
O														
L														

Ethnicity of Disputants
by School - All Cases

Summary: @COUNT Field: ETHNICITY

		ETHNICITY B	C	D	E	F	G	H	I	J	K	L	M	N	ALL
S	KHS	1	7	3	0	16	26	3	5	0	11	19	9	3	103
C	KIS	2	16	12	2	36	37	1	16	2	0	33	4	1	162
H	LES	0	4	6	0	9	11	0	3	3	1	18	11	0	66
O	ALL	3	27	21	2	61	74	4	24	5	12	70	24	4	331
O															
L															

Ethnicity of Disputants by School - All Cases
Percent of Total

Summary: @COUNT Field: ETHNICITY % Total

		ETHNICITY B	C	D	E	F	G	H	I	J	K	L	M	N	ALL
S	KHS	0.3	2.1	0.9	0.0	4.8	7.9	0.9	1.5	0.0	3.3	5.7	2.7	0.9	31.1
C	KIS	0.6	4.8	3.6	0.6	10.9	11.2	0.3	4.8	0.6	0.0	10.0	1.2	0.3	48.9
H	LES	0.0	1.2	1.8	0.0	2.7	3.3	0.0	0.9	0.9	0.3	5.4	3.3	0.0	19.9
O	ALL	0.9	8.2	6.3	0.6	18.4	22.4	1.2	7.3	1.5	3.6	21.1	7.3	1.2	100.0
O															
L															

A = American Indian
B = Black
C = Chinese
D = Filipino
E = Hawaiian
F = Part-Hawaiian
G = Japanese
H = Korean
I = Portugese
J = Spanish, Cuban, Mexican, Puerto Rican
K = Samoan
L = White
M = Other
N = Indo-Chinese, (Cambodian, Vietnamese, Laotian)

Table 7

Educational Arrangements (Disputants)
by School - ('86-'87 SY)

Summary: @COUNT Field: EDAR

		EDAR 2	3	4	ALL
S	KHS	4	0	0	5
C	KIS	13	3	0	25
H	LES	5	0	1	6
O	ALL	22	3	1	36
O					
L					

Educational Arrangements (Disputants)
by School - ('87-'88 SY)

Summary: @COUNT Field: EDAR

		EDAR 2	3	4	ALL
S	KHS	0	0	0	0
C	KIS	0	0	0	0
H	LES	5	2	1	8
O	ALL	5	2	1	8
O					
L					

Educational Arrangements (Disputants)
by School - All cases

Summary: @COUNT Field: EDAR

		EDAR 2	3	4	ALL
S	KHS	4	0	0	5
C	KIS	13	3	0	25
H	LES	10	2	2	14
O	ALL	27	5	2	44
O					
L					

Table 8

Income Level (Free, Reduced, or Regular Lunch)
by School - ('86 - '87 SY)

SCHOOL	Free Lunch	Reduced Lunch	Regular Lunch	Total
KHS	12	1	49	62
KIS	17	1	102	120
LES	0	0	24	24
ALL	29	2	175	206

Income Level (Free, Reduced, or Regular Lunch)
By School - ('87 - '88 SY)

SCHOOL	Free Lunch	Reduced Lunch	Regular Lunch	Total
KHS	4	0	37	41
KIS	4	3	35	42
LES	11	1	30	42
ALL	19	4	102	125

Income Level (Free, Reduced, or Regular Lunch)
by School - All Cases

SCHOOL	Free Lunch	Reduced Lunch	Regular Lunch	Total
KHS	16	1	86	103
KIS	21	4	137	162
LES	11	1	54	66
ALL	48	6	177	331

Table 9

Disputant GPA >= 3.0
by School - ('86 - '87 SY)

Summary: @COUNT Field: GPA

SCHOOL	GPA 3.0	3.2	3.3	3.7	3.8	ALL
KHS	1	0	1	0	1	3
KIS	3	2	2	2	0	9
LES	0	0	0	0	0	0
ALL	4	2	3	2	1	12

Disputant GPA >= 3.0
by School - ('87 - '88 SY)

Summary: @COUNT Field: GPA

SCHOOL	GPA 3.0	3.1	3.2	3.3	3.5	ALL
KHS	2	2	0	1	1	6
KIS	0	0	2	1	1	4
LES	0	0	0	0	0	0
ALL	2	2	2	2	2	10

Disputant GPA >= 3.0
by School - All Cases

Summary: @COUNT Field: GPA

SCHOOL	GPA 3.0	3.1	3.2	3.3	3.5	3.7	3.8	ALL
KHS	3	2	0	2	1	0	1	9
KIS	3	0	4	3	1	2	0	13
LES	0	0	0	0	0	0	0	0
ALL	6	2	4	5	2	2	1	22

Table 10

Disputant GPA < 2.0
by School - ('86 - '87 SY)

Summary: @COUNT Field: GPA

SCHOOL	GPA 0.0	0.2	0.3	0.4	0.7	0.8	1.0	1.2	1.3	1.5	1.6	1.7	1.8	1.8	ALL
KHS	2	2	2	0	3	2	3	0	2	3	1	4	2	1	27
KIS	0	0	0	1	0	5	5	3	14	7	2	7	10	0	54
LES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL	2	2	2	1	3	7	8	3	16	10	3	11	12	1	81

Disputant GPA < 2.0
by School - ('87 - '88 SY)

Summary: @COUNT Field: GPA

SCHOOL	GPA 0.0	0.3	0.4	0.5	0.6	0.8	1.0	1.1	1.2	1.3	1.5	1.6	1.7	1.8	ALL
KHS	1	1	0	1	1	3	1	2	0	3	3	1	1	2	20
KIS	0	0	3	1	1	0	1	1	1	2	1	0	2	3	16
LES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL	1	1	3	2	2	3	2	3	1	5	4	1	3	5	36

Disputant GPA < 2.0
by School - All Cases

Summary: @COUNT Field: GPA

SCHOOL	GPA 0.0	0.2	0.3	0.4	0.5	0.6	0.7	0.8	1.0	1.1	1.2	1.3	1.5	1.6	1.7	1.8	ALL
KHS	3	2	3	0	1	1	3	5	4	2	0	5	6	2	5	5	47
KIS	0	0	0	4	1	1	0	5	6	1	4	16	8	2	9	13	70
LES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL	3	2	3	4	2	2	3	10	10	3	4	21	14	4	14	18	117

Average GPA of Disputants by Grade Level - All Cases

Summary: @AVG Field: GPA

SCHOOL	GRADE 0	3	4	5	6	7	8	9	10	11	12	ALL
KHS								1.7	1.6	1.8	2.4	1.7
KIS						1.8	2.1					1.9
LES												
ALL						1.8	2.1	1.7	1.6	1.8	2.4	1.9

Table 11

CASES PER MONTH (BY SCHOOL)

SCHOOL	SY	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
KHS	'86-'87	3	8	1	3	4	1	2	2	3	0	27
	'87-'88	1	5	3	4	2	1	1	0	1	0	18
KIS	'86-'87	6	10	11	3	7	4	3	2	0	0	46
	'87-'88	1	1	0	3	5	4	4	2	0	0	20
LES	'86-'87			3	1	1	1	0	1	0	0	7
	'87-'88	0	1	2	4	1	2	3	0	5	0	18
TOTAL	'86-'87	9	18	15	7	12	6	5	5	3	0	80
	'87-'88	2	7	5	11	8	7	8	2	6	0	56

Table 12

Frequency & Proportion of Disputes Summarized into the Major Type of Conflicts (1987 and 1988)

		1	2	3	4	5	6	7	8	
KHS	1988	5 (27.8)	2 (11.1)	1 (5.6)	4 (22.2)	3 (16.7)	2 (11.1)	1 (5.6)	0	18
	1987	1 (3.8)	10 (38.5)	0	6 (23.1)	5 (19.2)	1 (3.8)	3 (11.5)	0	26
Sub-Total		6 (13.6)	12 (27.3)	1 (2.3)	10 (22.7)	8 (18.2)	3 (6.8)	4 (9.1)	0	44
KIS	1988	6 (31.6)	2 (10.5)	1 (5.3)	0	7 (36.8)	2 (10.5)	1 (5.3)	0	19
	1987	20 (44.4)	9 (20.0)	3 (6.7)	2 (4.4)	7 (15.6)	2 (4.4)	0	2 (4.4)	45
Sub-Total		26 (40.6)	11 (17.2)	4 (6.3)	2 (3.1)	14 (21.9)	4 (6.3)	1 (1.6)	2 (3.1)	64
LIHO	1988	3 (16.7)	2 (11.1)	0	0	11 (17.2)	0	2 (3.1)	0	18
	1987	1 (16.7)	1 (16.7)	0	0	3 (50.0)	0	1 (16.7)	0	6
Sub-Total		4 (16.7)	3 (12.5)	0	0	14 (58.3)	0	3 (12.5)	0	24
Grand Total		36 27.2% 1	26 19.7% 3	5 3.8% 7	12 9.1% 4	36 27.2% 1	7 5.3% 6	8 6.1% 5	2 1.5% 8	132

Year	1	2	3	4	5	6	7	8	
1988	14 25.5	6 10.9	2 3.6	4 7.3	21 38.2	4 7.3	4 7.3	0	55
1987	22 28.6	20 26.0	3 3.9	8 10.4	15 19.5	3 3.9	4 5.2	2 2.6	77
									132

1 = Gossip/Rumor
2 = Arguments
3 = Dirty Looks
4 = Classroom Behavior
5 = Harassment
6 = Jealousy
7 = Fight/Pending fight
8 = Invasion of Privacy
* = Not known

Table 13

Nature of the Conflict (by Sex)
'86-'87 and '87-'88 SY (All Three Schools)

Summary: @COUNT Field: PROBLEM

		PROBLEM *	1	2	3	4	5	6	7	8	ALL
S	F	6	76	51	8	10	41	14	6	6	218
E	M	2	15	16	2	14	45	7	11	1	113
X	ALL	8	91	67	10	24	86	21	17	7	331

Nature of the Conflict (by Sex)
'86-'87 and '87-'88 SY (All Three Schools)

Summary: @COUNT Field: PROBLEM % Total

		PROBLEM *	1	2	3	4	5	6	7	8	ALL
S	F	1.8	23.0	15.4	2.4	3.0	12.4	4.2	1.8	1.8	65.9
E	M	0.6	4.5	4.8	0.6	4.2	13.6	2.1	3.3	0.3	34.1
X	ALL	2.4	27.5	20.2	3.0	7.3	26.0	6.3	5.1	2.1	100.0

1 = Gossip/Rumor
2 = Arguments
3 = Dirty Looks
4 = Classroom Behavior
5 = Harassment
6 = Jealousy
7 = Fight Pending fight
8 = Invasion of Privacy
* = Not known

Table 14

Nature of the Conflict (by Ethnic Group)
'86-'87 and '87-'88 SY (All Three Schools)

Summary: @COUNT Field: PROBLEM

	PROBLEM *	1	2	3	4	5	6	7	8	ALL
E B	0	1	0	0	0	1	0	1	0	3
T C	0	12	8	0	1	3	2	1	0	27
H D	1	9	3	0	0	4	3	1	0	21
N E	0	1	0	0	0	1	0	0	0	2
I F	0	18	13	2	1	16	6	4	1	61
C G	3	20	11	2	11	19	5	2	1	74
I H	0	1	1	0	0	1	1	0	0	4
T I	1	7	6	1	0	5	1	1	2	24
Y J	0	3	2	0	0	0	0	0	0	5
K	1	2	3	0	0	3	1	2	0	12
L	1	15	13	4	9	22	1	4	1	70
M	1	1	6	1	1	10	1	1	2	24
N	0	1	1	0	1	1	0	0	0	4
ALL	8	91	67	10	24	86	21	17	7	331

Nature of the Conflict (by Ethnic Group)
'86-'87 and '87-'88 SY (All Three Schools)

Summary: @COUNT Field: PROBLEM % Row

	PROBLEM *	1	2	3	4	5	6	7	8	ALL
E B	0.0	33.3	0.0	0.0	0.0	33.3	0.0	33.3	0.0	100.0
T C	0.0	44.4	29.6	0.0	3.7	11.1	7.4	3.7	0.0	100.0
H D	4.8	42.9	14.3	0.0	0.0	19.0	14.3	4.8	0.0	100.0
N E	0.0	50.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	100.0
I F	0.0	29.5	21.3	3.3	1.6	26.2	9.8	6.6	1.6	100.0
C G	4.1	27.0	14.9	2.7	14.9	25.7	6.8	2.7	1.4	100.0
I H	0.0	25.0	25.0	0.0	0.0	25.0	25.0	0.0	0.0	100.0
T I	4.2	29.2	25.0	4.2	0.0	20.8	4.2	4.2	8.3	100.0
Y J	0.0	60.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
K	8.3	16.7	25.0	0.0	0.0	25.0	8.3	16.7	0.0	100.0
L	1.4	21.4	18.6	5.7	12.9	31.4	1.4	5.7	1.4	100.0
M	4.2	4.2	25.0	4.2	4.2	41.7	4.2	4.2	8.3	100.0
N	0.0	25.0	25.0	0.0	25.0	25.0	0.0	0.0	0.0	100.0
ALL	2.4	27.5	20.2	3.0	7.3	26.0	6.3	5.1	2.1	100.0

Nature of the Conflict (by Ethnic Group)
'86-'87 and '87-'88 SY (All Three Schools)

Summary: @COUNT Field: PROBLEM % Total

	PROBLEM *	1	2	3	4	5	6	7	8	ALL
E B	0.0	0.3	0.0	0.0	0.0	0.3	0.0	0.3	0.0	0.9
T C	0.0	3.6	2.4	0.0	0.3	0.9	0.6	0.3	0.0	8.2
H D	0.3	2.7	0.9	0.0	0.0	1.2	0.9	0.3	0.0	6.3
N E	0.0	0.3	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.6
I F	0.0	5.4	3.9	0.6	0.3	4.8	1.8	1.2	0.3	18.4
C G	0.9	6.0	3.3	0.6	3.3	5.7	1.5	0.6	0.3	22.4
I H	0.0	0.3	0.3	0.0	0.0	0.3	0.3	0.0	0.0	1.2
T I	0.3	2.1	1.8	0.3	0.0	1.5	0.3	0.3	0.6	7.3
Y J	0.0	0.9	0.6	0.0	0.0	0.0	0.0	0.0	0.0	1.5
K	0.3	0.6	0.9	0.0	0.0	0.9	0.3	0.6	0.0	3.6
L	0.3	4.5	3.9	1.2	2.7	6.6	0.3	1.2	0.3	21.1
M	0.3	0.3	1.8	0.3	0.3	3.0	0.3	0.3	0.6	7.3
N	0.0	0.3	0.3	0.0	0.3	0.3	0.0	0.0	0.0	1.2
ALL	2.4	27.5	20.2	3.0	7.3	26.0	6.3	5.1	2.1	100.0

A = American Indian
B = Black
C = Chinese
D = Filipino
E = Hawaiian
F = Part-Hawaiian
G = Japanese
H = Korean
I = Portugese
J = Spanish, Cuban, Mexican, Puerto Rican
K = Samoan
L = White
M = Other
N = Indo-Chinese, (Cambodian, Vietnamese, Laotian)

1 = Gossip/ Rumor
2 = Arguments
3 = Dirty Looks
4 = Classroom Behavior
5 = Harassment
6 = Jealousy
7 = Fight Pending fight
8 = Invasion of Privacy
* = Not known

Table 15

School Climate Survey Results (Elementary)

Mean Ratings for Factor - General Climate

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	45	3.0	45	2.9	45	2.9
A	45	2.9	54	3.2	54	3.2
B	102	3.1	102	3.2	78	3.0

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.4	14	3.3	9	3.3
A	39	3.1	30	3.1	31	3.1
B	27	3.4	27	3.3	99	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.3	14	3.5	20	3.3
A	21	3.0	19	3.1	27	3.0
B	39	3.1	39	3.1	38	3.1

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.5	2	3.0	2	3.2
A	2	2.9	2	2.8	2	2.8
B	3	3.1	2	3.2	3	3.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.6	6	3.8	6	3.6
A	4	2.9	7	3.1	8	2.9
B	12	3.4	10	3.3	11	3.3

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.1	1	3.7	1	3.3
A	1	3.1	1	3.1	1	3.0
B	2	3.3	1	2.7	2	3.5

Table 16

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - RESPECT

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.5	14	3.4	9	3.4
A	39	3.1	30	3.1	31	3.2
B	27	3.5	27	3.3	99	3.3

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.5	14	3.8	20	3.5
A	21	3.2	19	3.2	27	3.1
B	39	3.4	39	3.4	38	3.4

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.5	2	3.6	2	3.1
A	2	3.4	2	3.0	2	2.8
B	3	3.3	2	3.1	3	3.1

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.8	6	3.9	6	3.8
A	4	3.1	7	3.0	8	3.0
B	12	3.5	10	3.5	11	3.4

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.0	1	4.0	1	3.4
A	1	3.2	1	3.0	1	3.0
B	2	3.5	1	2.6	2	3.5

Table 17

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - MORALE

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.5	14	3.4	9	3.4
A	39	3.2	30	3.2	31	3.3
B	27	3.5	27	3.4	99	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.4	14	3.6	20	3.5
A	21	3.2	19	3.3	27	3.2
B	39	3.3	39	3.1	38	3.2

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.4	2	3.1	2	3.1
A	2	3.1	2	2.7	2	2.9
B	3	3.2	2	3.1	3	3.4

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.8	6	3.9	6	3.7
A	4	3.2	7	3.2	8	3.0
B	12	3.5	10	3.3	11	3.4

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.0	1	3.8	1	3.4
A	1	3.2	1	3.0	1	3.0
B	2	3.5	1	3.0	2	3.6

Table 18

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - INPUT

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.2	14	3.2	9	3.1
A	39	2.8	30	2.8	31	3.0
B	27	3.1	27	3.0	99	2.8

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.1	14	3.2	20	2.8
A	21	2.6	19	2.7	27	2.5
B	39	2.8	39	2.8	38	2.7

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.7	2	2.6	2	3.3
A	2	2.8	2	2.7	2	2.8
B	3	3.0	2	3.0	3	3.5

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.2	6	3.5	6	2.8
A	4	2.7	7	3.0	8	2.6
B	12	3.3	10	3.0	11	3.1

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.7	1	3.8	1	3.3
A	1	3.7	1	3.5	1	3.0
B	2	3.6	1	2.8	2	3.5

Table 19

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - GROWTH

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.3	14	3.2	9	3.3
A	39	3.1	30	3.1	31	3.0
B	27	3.3	27	3.3	99	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.2	14	3.4	20	3.4
A	21	3.0	19	2.9	27	2.8
B	39	3.1	39	3.1	38	3.0

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.5	2	2.9	2	3.2
A	2	2.6	2	2.4	2	2.6
B	3	3.0	2	3.2	3	3.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.5	6	3.8	6	3.7
A	4	2.7	7	3.0	8	2.8
B	12	3.2	10	3.2	11	3.4

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	2.6	1	3.4	1	3.0
A	1	2.8	1	2.8	1	3.0
B	2	3.0	1	2.8	2	3.5

Table 20

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - COHESIVENESS

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.5	14	3.4	9	3.5
A	39	3.1	30	3.3	31	3.2
B	27	3.4	27	3.3	99	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.4	14	3.6	20	3.3
A	21	3.0	19	3.1	27	3.0
B	39	3.1	39	3.1	38	3.0

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.5	2	2.6	2	3.0
A	2	2.6	2	2.8	2	2.7
B	3	3.1	2	3.5	3	3.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.7	6	4.0	6	3.9
A	4	2.7	7	3.0	8	3.0
B	12	3.4	10	3.4	11	3.4

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.2	1	3.8	1	3.0
A	1	2.7	1	3.0	1	2.8
B	2	3.1	1	3.0	2	3.5

Table 21

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - RENEWAL

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.2	14	3.2	9	3.4
A	39	3.0	30	3.2	31	3.1
B	27	3.3	27	3.4	99	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.4	14	3.5	20	3.3
A	21	3.0	19	3.1	27	3.0
B	39	3.1	39	3.0	38	3.0

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.6	2	2.9	2	3.5
A	2	2.8	2	2.9	2	2.8
B	3	3.1	2	3.4	3	3.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.5	6	3.9	6	3.9
A	4	2.5	7	3.2	8	3.0
B	12	3.4	10	3.4	11	3.3

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.0	1	3.8	1	3.3
A	1	3.0	1	3.0	1	2.8
B	2	3.2	1	2.0	2	3.6

Table 22

School Climate Survey Results (Elementary)

Mean Ratings for Sub-Factor - CARING

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	21	3.4	14	3.5	9	3.3
A	39	3.2	30	3.2	31	3.2
B	27	3.3	27	3.3	99	3.1

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	18	3.4	14	3.5	20	3.4
A	21	3.1	19	3.3	27	3.2
B	39	3.1	39	3.2	38	3.1

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	2	3.5	2	3.3	2	3.3
A	2	2.8	2	2.9	2	2.9
B	3	3.2	2	3.4	3	3.4

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	8	3.6	6	3.7	6	3.6
A	4	3.3	7	3.2	8	3.0
B	12	3.4	10	3.4	11	3.3

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
LIHOLIHO	1	3.5	1	3.8	1	3.5
A	1	3.5	1	3.5	1	3.3
B	2	3.5	1	2.5	2	3.5

Table 23

A Comparison of School Climate Ratings Before and During Project Years at Liholiho School

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	N/A	N/A	P1 < B	P2 < B	P1 > B	P2 = B	P1 > B	P2 < B	P1 > B	P2 = B	P1 > B	P2 > B
Morale	N/A	N/A	P1 < B	P2 < B	P1 > B	P2 > B	P1 < B	P2 < B	P1 > B	P2 < B	P1 > B	P2 > B
Input	N/A	N/A	P1 = B	P2 < B	P1 > B	P2 < B	P1 < B	P2 < B	P1 > B	P2 < B	P1 > B	P2 < B
Growth	N/A	N/A	P1 < B	P2 = B	P1 > B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B	P1 > B	P2 > B
Cohesiveness	N/A	N/A	P1 < B	P2 = B	P1 > B	P2 < B	P1 < B	P2 < B	P1 > B	P2 > B	P1 > B	P2 < B
Renewal	N/A	N/A	P1 = B	P2 > B	P1 > B	P2 < B	P1 < B	P2 < B	P1 > B	P2 > B	P1 > B	P2 > B
Caring	N/A	N/A	P1 > B	P2 < B	P1 > B	P2 = B	P1 < B	P2 < B	P1 > B	P2 = B	P1 > B	P2 = B
General Climate	P1 < B	P2 < B	P1 < B	P2 < B	P1 > B	P2 = B	P1 < B	P2 < B	P1 > B	P2 = B	P1 > B	P2 > B

Table 24

A Comparison of School Climate Ratings Before and During Project Years at School "A"

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	N/A	N/A	P1 = B	P2 > B	P1 = B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B
Morale	N/A	N/A	P1 = B	P2 > B	P1 > B	P2 = B	P1 < B	P2 < B	P1 = B	P2 < B	P1 < B	P2 < B
Input	N/A	N/A	P1 = B	P2 > B	P1 > B	P2 < B	P1 < B	P2 = B	P1 > B	P2 < B	P1 < B	P2 < B
Growth	N/A	N/A	P1 = B	P2 < B	P1 < B	P2 < B	P1 < B	P2 = B	P1 > B	P2 > B	P1 = B	P2 > B
Cohesiveness	N/A	N/A	P1 > B	P2 > B	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B
Renewal	N/A	N/A	P1 > B	P2 > B	P1 > B	P2 = B	P1 > B	P2 = B	P1 > B	P2 > B	P1 = B	P2 < B
Caring	N/A	N/A	P1 = B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 < B	P2 < B	P1 = B	P2 < B
General Climate	P1 > B	P2 > B	P1 = B	P2 = B	P1 > B	P2 = B	P1 < B	P2 < B	P1 > B	P2 = B	P1 = B	P2 < B

Table 25

A Comparison of School Climate Ratings
Before and During Project Years at School "B"

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	N/A	N/A	P1 < B	P2 < B	P1 = B	P2 = B	P1 < B	P2 < B	P1 = B	P2 < B	P1 < B	P2 = B
Morale	N/A	N/A	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B
Input	N/A	N/A	P1 < B	P2 < B	P1 = B	P2 < B	P1 = B	P2 > B	P1 < B	P2 < B	P1 < B	P2 < B
Growth	N/A	N/A	P1 = B	P2 < B	P1 = B	P2 < B	P1 > B	P2 > B	P1 = B	P2 > B	P1 < B	P2 > B
Cohesiveness	N/A	N/A	P1 < B	P2 < B	P1 = B	P2 < B	P1 > B	P2 > B	P1 = B	P2 = B	P1 < B	P2 > B
Renewal	N/A	N/A	P1 > B	P2 < B	P1 < B	P2 < B	P1 > B	P2 > B	P1 = B	P2 < B	P1 < B	P2 > B
Caring	N/A	N/A	P1 = B	P2 < B	P1 > B	P2 = B	P1 > B	P2 > B	P1 = B	P2 < B	P1 < B	P2 = B
General Climate	P1 > B	P2 < B	P1 < B	P2 < B	P1 = B	P2 = B	P1 > B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B

Table 26

School Climate Survey Results (Intermediate)

Mean Ratings for Factor - GENERAL CLIMATE

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.6	160	2.8	171	2.6
AI	216	2.6	235	2.5	144	2.9
BI	150	2.7	89	2.7	102	2.8

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	2.9	8	3.1	11	3.1
AI	49	2.9	40	2.9	20	3.1
BI	40	2.9	17	2.7	38	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.6	27	2.9	20	2.9
AI	47	2.5	40	2.3	34	3.0
BI	27	2.7	19	2.9	21	3.2

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.3	5	3.0	2	2.7
AI	3	3.0	4	2.9	5	3.1
BI	3	3.1	3	3.0	4	3.5

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	2.8	7	3.2		
AI	13	2.7	15	2.6	9	2.9
BI	13	3.2	10	2.9	12	3.2

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.0	2	3.1	1	3.2
AI	2	3.5	2	3.6	2	3.6
BI	3	3.1	1	3.4	2	3.7

Table 27

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - RESPECT

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.7	160	3.0	171	2.8
AI	216	2.7	235	2.7	144	3.0
BI	150	2.9	89	2.8	102	2.9

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	3.1	8	3.3	11	3.1
AI	49	3.0	40	3.0	20	3.2
BI	40	3.0	17	3.0	38	3.3

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.9	27	3.2	20	3.3
AI	47	2.8	40	2.6	34	3.2
BI	27	2.9	19	3.1	21	3.3

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.7	5	3.3	2	2.8
AI	3	2.8	4	3.0	5	3.2
BI	3	3.2	3	3.0	4	3.5

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	3.0	7	3.2		
AI	13	3.1	15	2.9	9	3.0
BI	13	3.4	10	3.0	12	3.2

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.4	2	3.3	1	3.2
AI	2	3.3	2	3.5	2	3.8
BI	3	3.3	1	3.0	2	3.6

Table 28

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - MORALE

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.6	160	2.7	171	2.4
AI	216	2.6	235	2.6	144	2.9
BI	150	2.7	89	2.8	102	2.7

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	3.0	8	3.1	11	3.0
AI	49	3.0	40	3.0	20	3.2
BI	40	3.0	17	2.8	38	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.6	27	2.8	20	2.8
AI	47	2.7	40	2.7	34	3.2
BI	27	2.8	19	3.0	21	3.2

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.4	5	3.1	2	2.9
AI	3	2.8	4	3.0	5	3.0
BI	3	3.2	3	3.0	4	3.5

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	2.8	7	3.2		
AI	13	2.6	15	2.6	9	2.8
BI	13	3.2	10	3.0	12	3.4

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.2	2	3.2	1	3.0
AI	2	3.7	2	3.5	2	3.7
BI	3	3.1	1	3.6	2	3.6

Table 29

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - INPUT

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.3	160	2.5	171	2.3
AI	216	2.3	235	2.2	144	2.5
BI	150	2.4	89	2.3	102	2.5

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	2.7	8	2.9	11	3.0
AI	49	2.7	40	2.6	20	2.7
BI	40	2.6	17	2.2	38	2.9

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.2	27	2.7	20	2.8
AI	47	1.9	40	1.8	34	2.7
BI	27	2.3	19	2.5	21	3.0

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.0	5	2.7	2	2.9
AI	3	3.0	4	2.8	5	2.9
BI	3	3.1	3	2.8	4	3.4

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	2.3	7	3.0		
AI	13	1.9	15	2.0	9	2.7
BI	13	3.0	10	2.4	12	2.9

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.0	2	3.4	1	3.8
AI	2	3.3	2	3.8	2	4.0
BI	3	2.9	1	3.5	2	4.0

Table 30

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - GROWTH

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.7	160	2.8	171	2.6
AI	216	2.7	235	2.5	144	2.8
BI	150	2.8	89	2.7	102	2.9

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	2.7	8	2.9	11	3.1
AI	49	2.8	40	2.9	20	3.1
BI	40	2.9	17	2.7	38	3.2

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.5	27	2.8	20	2.8
AI	47	2.4	40	2.3	34	2.9
BI	27	2.7	19	2.7	21	3.1

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.2	5	2.6	2	2.5
AI	3	2.8	4	2.5	5	2.9
BI	3	2.0	3	2.8	4	3.4

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	2.6	7	3.3		
AI	13	2.5	15	2.7	9	2.8
BI	13	3.2	10	2.9	12	3.4

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	2.8	2	2.8	1	3.0
AI	2	3.4	2	3.6	2	3.3
BI	3	2.8	1	3.6	2	3.6

Table 31

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - COHESIVENESS

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.6	160	2.8	171	2.7
AI	216	2.6	235	2.7	144	3.0
BI	150	2.8	89	2.9	102	2.9

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	2.8	8	3.1	11	3.1
AI	49	3.0	40	2.9	20	3.0
BI	40	2.9	17	2.9	38	3.3

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.4	27	2.8	20	2.8
AI	47	2.5	40	2.3	34	3.0
BI	27	2.7	19	3.0	21	3.2

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.2	5	2.9	2	2.5
AI	3	3.2	4	2.4	5	3.1
BI	3	3.2	3	3.0	4	3.5

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	2.7	7	3.2		
AI	13	2.5	15	2.4	9	2.7
BI	13	3.1	10	2.9	12	3.1

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.0	2	2.9	1	3.0
AI	2	3.6	2	3.6	2	3.5
BI	3	3.1	1	3.3	2	4.0

Table 32

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - RENEWAL

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.7	160	3.0	171	2.7
AI	216	2.6	235	2.5	144	2.9
BI	150	2.8	89	2.7	102	2.8

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	2.9	8	3.2	11	3.2
AI	49	2.9	40	2.9	20	3.1
BI	40	2.9	17	2.8	38	3.1

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.5	27	2.8	20	2.9
AI	47	2.4	40	2.1	34	2.7
BI	27	2.9	19	3.0	21	3.3

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.3	5	3.1	2	2.5
AI	3	2.7	4	3.6	5	3.1
BI	3	3.2	3	3.0	4	3.6

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	2.7	7	3.4		
AI	13	2.8	15	2.7	9	2.8
BI	13	3.2	10	2.9	12	3.3

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.0	2	3.1	1	3.5
AI	2	3.6	2	3.6	2	3.5
BI	3	3.1	1	3.5	2	3.9

Table 33

School Climate Survey Results (Intermediate)

Mean Ratings for Sub-Factor - CARING

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	152	2.8	160	3.0	171	2.8
AI	216	2.6	235	2.6	144	2.9
BI	150	2.7	89	2.8	102	2.9

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	6	3.2	8	3.4	11	3.3
AI	49	2.9	40	3.0	20	3.2
BI	40	3.0	17	2.7	38	3.1

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	27	2.8	27	3.1	20	3.1
AI	47	2.5	40	2.4	34	3.1
BI	27	2.9	19	3.0	21	3.3

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	5	2.3	5	3.3	2	3.0
AI	3	3.5	4	3.4	5	3.3
BI	3	3.2	3	3.1	4	3.4

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	14	3.0	7	3.4		
AI	13	3.0	15	2.5	9	3.0
BI	13	3.5	10	2.9	12	3.3

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI INT	3	3.0	2	3.3	1	3.3
AI	2	3.5	2	3.8	2	3.6
BI	3	3.1	1	3.5	2	3.6

Table 34

A Comparison of School Climate Ratings
Before and During Project Years at Kaimuki Intermediate School *

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	P1 > B	P2 > B	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 < B	P2 < B
Morale	P1 > B	P2 < B	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 = B	P2 < B
Input	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 > B	P2 > B
Growth	P1 > B	P2 < B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 = B	P2 > B
Cohesiveness	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 < B	P2 = B
Renewal	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 > B	P2 > B
Caring	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 > B	P2 > B
General Climate	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	N/A	P1 > B	P2 > B

* The School Climate Survey was not administered to Classified personnel in 1987-88.
NOTE: P1 = First year of project, P2 = Second year of project and B = Non-project year.

Table 35

A Comparison of School Climate Ratings
Before and During Project Years at School "AI"

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	P1 = B	P2 > B	P1 = B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B
Morale	P1 = B	P2 > B	P1 = B	P2 > B	P1 = B	P2 > B	P1 > B	P2 > B	P1 = B	P2 > B	P1 < B	P2 = B
Input	P1 < B	P2 > B	P1 < B	P2 = B	P1 < B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B	P1 > B	P2 > B
Growth	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B	P1 > B	P2 < B
Cohesiveness	P1 > B	P2 > B	P1 < B	P2 = B	P1 < B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B	P1 = B	P2 < B
Renewal	P1 < B	P2 > B	P1 = B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 = B	P1 = B	P2 < B
Caring	P1 = B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 < B	P1 < B	P2 = B	P1 > B	P2 > B
General Climate	P1 < B	P2 > B	P1 = B	P2 > B	P1 < B	P2 > B	P1 < B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B

Table 36

A Comparison of School Climate Ratings
Before and During Project Years at School "BI"

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	P1 < B	P2 = B	P1 = B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B
Morale	P1 > B	P2 = B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B
Input	P1 < B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B
Growth	P1 < B	P2 > B	P1 < B	P2 > B	P1 = B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B
Cohesiveness	P1 > B	P2 > B	P1 = B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 = B	P1 > B	P2 > B
Renewal	P1 < B	P2 = B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B
Caring	P1 > B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B
General Climate	P1 = B	P2 > B	P1 < B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 = B	P1 > B	P2 > B

Table 37

School Climate Survey Results (High School)

Mean Ratings for Factor - GENERAL CLIMATE

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.3	180	2.3	119	2.4
AH	296	2.5	243	2.5	323	2.6

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.6	32	2.4	17	2.6
AH	51	2.7	6	3.2	4	2.6

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.6	70	2.5	84	2.6
AH	46	2.5	41	2.8	45	2.6

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	2.4	10	2.6	9	2.7
AH	5	2.3	8	2.6	4	2.5

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.0	6	2.5	25	2.6
AH	19	3.0	24	2.8	17	2.9

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	2.9	2	2.5	3	3.1
AH	3	3.0	3	3.1	3	3.4

Table 38

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - RESPECT

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.9	180	2.5	119	2.4
AH	296	2.6	243	2.7	323	2.7

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	3.0	32	2.6	17	2.6
AH	51	2.8	6	3.3	4	2.8

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.9	70	2.7	84	2.8
AH	46	2.7	41	3.0	45	2.9

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	3.2	10	2.8	9	3.0
AH	5	2.4	8	2.7	4	2.7

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.4	6	2.6	25	2.9
AH	19	3.0	24	2.7	17	3.1

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	3.3	2	2.4	3	3.3
AH	3	3.2	3	3.1	3	3.4

Table 39

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - MORALE

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.5	180	2.3	119	2.3
AH	296	2.5	243	2.5	323	2.6

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.8	32	2.5	17	2.6
AH	51	2.7	6	3.0	4	2.6

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.9	70	2.5	84	2.5
AH	46	2.6	41	2.8	45	2.6

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	3.0	10	2.5	9	2.5
AH	5	2.3	8	2.6	4	2.6

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.1	6	2.5	25	2.8
AH	19	3.0	24	2.8	17	2.9

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	3.2	2	2.2	3	2.6
AH	3	2.8	3	3.1	3	3.3

Table 40

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - INPUT

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.0	180	2.0	119	2.1
AH	296	2.1	243	2.1	323	2.1

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.4	32	2.1	17	2.0
AH	51	2.4	6	2.9	4	2.1

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.4	70	2.3	84	2.3
AH	46	2.3	41	2.4	45	2.3

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	2.0	10	2.5	9	2.6
AH	5	2.3	8	2.5	4	2.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	2.4	6	2.1	25	2.3
AH	19	2.7	24	2.7	17	2.6

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	3.0	2	2.6	3	2.9
AH	3	3.4	3	3.3	3	3.6

Table 41

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - GROWTH

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.3	180	2.4	119	2.3
AH	296	2.6	243	2.5	323	2.6

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.4	32	2.4	17	2.4
AH	51	2.6	6	3.2	4	2.7

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.4	70	2.4	84	2.5
AH	46	2.4	41	2.7	45	2.6

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	2.2	10	2.3	9	2.6
AH	5	2.2	8	2.4	4	2.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.0	6	2.3	25	2.6
AH	19	2.9	24	2.5	17	2.7

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	2.7	2	2.2	3	2.9
AH	3	2.9	3	2.8	3	3.2

Table 42

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - COHESIVENESS

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.3	180	2.3	119	2.4
AH	296	2.6	243	2.6	323	2.6

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.6	32	2.4	17	2.8
AH	51	2.6	6	3.1	4	2.5

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.5	70	2.3	84	2.4
AH	46	2.5	41	2.8	45	2.6

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	2.7	10	2.4	9	2.6
AH	5	2.3	8	2.6	4	2.3

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.0	6	2.5	25	2.5
AH	19	3.1	24	2.7	17	2.9

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	2.5	2	2.4	3	3.4
AH	3	2.5	3	3.0	3	3.1

Table 43

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - RENEWAL

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.4	180	2.4	119	2.4
AH	296	2.5	243	2.5	323	2.6

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.8	32	2.5	17	2.7
AH	51	2.7	6	3.2	4	2.9

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.6	70	2.5	84	2.6
AH	46	2.5	41	3.0	45	2.7

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	2.5	10	3.0	9	2.9
AH	5	2.4	8	2.6	4	2.6

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.0	6	2.4	25	2.6
AH	19	3.2	24	2.9	17	2.9

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	3.0	2	3.0	3	3.3
AH	3	3.3	3	3.3	3	3.4

Table 44

School Climate Survey Results (High School)

Mean Ratings for Sub-Factor - CARING

Student Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	296	2.3	180	2.3	119	2.5
AH	296	2.6	243	2.6	323	2.7

Parent Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	13	2.9	32	2.6	17	2.9
AH	51	2.8	6	3.5	4	2.9

Teacher Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	61	2.7	70	2.6	84	2.7
AH	46	2.7	41	2.9	45	2.8

Certificated Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	1	2.5	10	3.0	9	2.9
AH	5	2.5	8	2.7	4	2.6

Classified Personnel Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	20	3.1	6	2.7	25	2.7
AH	19	3.2	24	3.2	17	3.2

Principal/Vice-Principal Ratings

SCHOOL	n	1985-86	n	1986-87	n	1987-88
KAIMUKI H S	3	3.5	2	2.9	3	3.5
AH	3	3.2	3	3.4	3	3.6

Table 45

A Comparison of School Climate Ratings
Before and During Project Years at Kaimuki High School

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 = B
Morale	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B
Input	P1 = B	P2 > B	P1 < B	P2 < B	P1 < B	P2 < B	P1 > B	P2 > B	P1 < B	P2 < B	P1 < B	P2 < B
Growth	P1 > B	P2 = B	P1 = B	P2 = B	P1 = B	P2 > B	P1 > B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B
Cohesiveness	P1 = B	P2 > B	P1 < B	P2 > B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 < B	P1 < B	P2 > B
Renewal	P1 = B	P2 = B	P1 < B	P2 < B	P1 < B	P2 = B	P1 > B	P2 > B	P1 < B	P2 < B	P1 = B	P2 > B
Caring	P1 = B	P2 > B	P1 < B	P2 = B	P1 < B	P2 = B	P1 > B	P2 > B	P1 < B	P2 < B	P1 < B	P2 = B
General Climate	P1 = B	P2 > B	P1 < B	P2 = B	P1 < B	P2 = B	P1 > B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B

Table 46

A Comparison of School Climate Ratings
Before and During Project Years at School "AH"

MEASURES	STUDENTS		PARENTS		TEACHERS		CERTIFICATED STAFF		CLASSIFIED STAFF		PRINCIPAL/VICE-PRIN	
	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86	'87 vs '86	'88 vs '86
Respect	P1 > B	P2 > B	P1 > B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 < B	P2 > B	P1 < B	P2 > B
Morale	P1 = B	P2 > B	P1 > B	P2 < B	P1 > B	P2 = B	P1 > B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B
Input	P1 = B	P2 = B	P1 > B	P2 < B	P1 > B	P2 = B	P1 > B	P2 = B	P1 = B	P2 < B	P1 < B	P2 > B
Growth	P1 < B	P2 = B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 < B	P2 < B	P1 < B	P2 > B
Cohesiveness	P1 = B	P2 = B	P1 > B	P2 < B	P1 > B	P2 > B	P1 > B	P2 = B	P1 < B	P2 < B	P1 > B	P2 > B
Renewal	P1 = B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 < B	P2 < B	P1 = B	P2 > B
Caring	P1 = B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 > B	P2 > B	P1 = B	P2 = B	P1 > B	P2 > B
General Climate	P1 = B	P2 > B	P1 > B	P2 < B	P1 > B	P2 > B	P1 > B	P2 > B	P1 < B	P2 < B	P1 > B	P2 > B

Table 47

Student Behavior: Suspensions and Offenses,
Kaimuki High School and School AH

Kaimuki High School

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	12 (0.7%)	151 (9.6%)	0 (0.0%)	36 (2.3%)	66 (4.2%)	278 (17.8%)
1987	5 (0.3%)	84 (5.1%)	0 (0.0%)	25 (1.5%)	17 (1.0%)	106 (6.5%)
1986	21 (1.1%)	146 (8.3%)	0 (0.0%)	61 (3.5%)	13 (0.7%)	540 (30.8%)
1985	66 (3.7%)	243 (13.5%)	2 (0.1%)	59 (3.3%)	50 (2.8%)	135 (7.5%)

School AH

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	25 (1.7%)	101 (6.9%)	0 (0.0%)	22 (1.5%)	86 (5.9%)	16 (1.1%)
1987	11 (0.8%)	99 (6.9%)	9 (0.0%)	39 (2.7%)	27 (1.9%)	86 (6.0%)
1986	54 (3.6%)	105 (7.1%)	2 (0.1%)	26 (1.7%)	39 (2.6%)	26 (1.7%)
1985	16 (1.1%)	232 (16.3%)	4 (0.3%)	17 (1.2%)	20 (1.4%)	26 (1.8%)

Table 48

Student Behavior: Suspensions and Offenses,
Kaimuki Intermediate School and Schools A1 and B1

Kaimuki Intermediate School

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	39 (8.6%)	90 (19.8%)	0 (0.0%)	11 (2.4%)	12 (2.6%)	0 (0.0%)
1987	28 (5.7%)	0 (0.0%)	0 (0.0%)	24 (4.9%)	21 (4.3%)	2 (0.4%)
1986	17 (3.5%)	53 (10.8%)	0 (0.0%)	7 (1.4%)	7 (1.4%)	9 (1.8%)
1985	27 (4.9%)	70 (12.8%)	0 (0.0%)	10 (1.8%)	6 (1.1%)	7 (1.3%)

School A1

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	0 (0.0%)	18 (2.8%)	0 (0.0%)	11 (1.7%)	7 (1.1%)	0 (0.0%)
1987	6 (0.6%)	53 (5.7%)	0 (0.0%)	3 (0.3%)	9 (1.0%)	4 (0.4%)
1986	5 (0.6%)	20 (2.2%)	0 (0.0%)	5 (0.6%)	5 (0.6%)	2 (0.2%)
1985	0 (0.0%)	14 (1.5%)	0 (0.0%)	16 (1.7%)	3 (0.3%)	9 (0.9%)

School B1

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	2 (0.5%)	27 (7.0%)	0 (0.0%)	3 (0.8%)	22 (5.7%)	2 (0.5%)
1987	0 (0.0%)	58 (12.9%)	0 (0.0%)	25 (5.6%)	31 (6.9%)	78 (17.4%)
1986	1 (0.2%)	61 (12.5%)	0 (0.0%)	5 (1.0%)	12 (2.5%)	67 (13.8%)
1985	4 (0.8%)	53 (10.6%)	0 (0.0%)	3 (0.6%)	31 (6.2%)	26 (5.2%)

Table 49

Student Behavior: Suspensions and Offenses,
Liholiho Elementary School and Schools A and B

Liholiho Elementary School

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	0 (0.0%)	2 (0.6%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	0 (0.0%)
1987	0 (0.0%)	8 (2.4%)	0 (0.0%)	3 (0.9%)	5 (1.5%)	4 (1.2%)
1986	No Data	No Data	No Data	No Data	No Data	No Data
1985	No Data	No Data	No Data	1 (0.3%)	0 (0.0%)	3 (0.8%)

School A

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	0 (0.0%)	2 (0.4%)	0 (0.0%)	No Data	No Data	No Data
1987	0 (0.0%)	2 (0.4%)	0 (0.0%)	No Data	No Data	No Data
1986	No Data	No Data	No Data	4 (0.9%)	1 (0.2%)	0 (0.0%)
1985	0 (0.0%)	2 (0.5%)	0 (0.0%)	1 (0.2%)	4 (0.9%)	3 (0.7%)

School B

	Crisis Suspension	Regular Suspension	Dismissal	"A" Offense	"B" Offense	"C" Offense
1988	No Data	No Data	No Data	2 (0.2%)	5 (0.6%)	0 (0.0%)
1987	0 (0.0%)	1 (0.1%)	0 (0.0%)	19 (2.4%)	4 (1.8%)	0 (0.0%)
1986	1 (0.1%)	2 (0.3%)	0 (0.0%)	No Data	No Data	No Data
1985	No Data	No Data	No Data	3 (0.4%)	0 (0.0%)	10 (1.2%)

Appendix A

STAFF RESPONSES

1987 Response									1988 Response									Staff Opinionnaire Items
	Yes	%	No	%	N/A	%	Not Sure	%		Yes	%	No	%	N/A	%	Not Sure	%	Questions
All Staff	46	71.9%	4	6.3%	0	.0%	14	21.9%	All	54	72.0%	1	1.3%	4	6.8%	16	21.3%	1. I feel the goals and objectives of the Dispute Management in the Schools Project (Mediation Project) are clear.
LES	9	60.0%	1	6.7%	0	.0%	5	33.3%	LES	11	73.3%	0	.0%	2	15.2%	2	13.3%	
KIS	8	72.7%	0	.0%	0	.0%	3	27.3%	KIS	11	78.6%	1	7.1%	0	.0%	2	14.3%	
KHS	29	76.3%	3	7.9%	0	.0%	6	15.8%	KHS	32	69.6%	0	.0%	2	5.9%	12	26.1%	
All Staff	54	84.4%	2	3.1%	0	.0%	8	12.5%	All	68	89.5%	0	.0%	3	4.2%	5	6.6%	2. I understand what mediation is and how it's used at our school.
LES	12	80.0%	1	6.7%	0	.0%	2	13.3%	LES	14	87.5%	0	.0%	1	6.6%	1	6.3%	
KIS	8	72.7%	0	.0%	0	.0%	3	27.3%	KIS	14	100.0%	0	.0%	0	.0%	0	.0%	
KHS	34	89.5%	1	2.6%	0	.0%	3	7.9%	KHS	40	87.0%	0	.0%	2	4.8%	4	8.7%	
All Staff	27	41.5%	10	15.4%	2	3.1%	26	40.0%	All	30	40.0%	10	13.3%	3	7.0%	32	42.7%	3. I feel the mediation project is coordinated well with the regular school program/other special programs.
LES	5	31.3%	1	6.3%	1	6.3%	9	56.3%	LES	4	25.0%	3	18.8%	1	12.3%	8	50.0%	
KIS	7	63.6%	1	9.1%	1	9.1%	2	18.2%	KIS	6	46.2%	2	15.4%	1	11.0%	4	30.8%	
KHS	15	39.5%	8	21.1%	0	.0%	15	39.5%	KHS	20	43.5%	5	10.9%	1	3.8%	20	43.5%	
All Staff	47	73.4%	9	14.1%	0	.0%	8	12.5%	All	47	62.7%	9	12.0%	3	5.1%	16	21.3%	4. I feel the procedures for involvement in the mediation project were clearly communicated.
LES	11	73.3%	1	6.7%	0	.0%	3	20.0%	LES	10	62.5%	2	12.5%	1	7.6%	3	18.8%	
KIS	8	72.7%	1	9.1%	0	.0%	2	18.2%	KIS	8	61.5%	3	23.1%	0	.0%	2	15.4%	
KHS	28	73.7%	7	18.4%	0	.0%	3	7.9%	KHS	29	63.0%	4	8.7%	2	5.7%	11	23.9%	
All Staff	21	34.4%	2	3.3%	1	1.6%	37	60.7%	All	25	34.2%	2	2.7%	3	10.0%	43	58.9%	5. Parents of our students were notified about the mediation project.
LES	9	60.0%	0	.0%	1	6.7%	5	33.3%	LES	8	50.0%	1	6.3%	1	9.9%	6	37.5%	
KIS	4	36.4%	0	.0%	0	.0%	7	63.6%	KIS	4	30.8%	0	.0%	0	.0%	9	69.2%	
KHS	8	22.9%	2	5.7%	0	.0%	25	71.4%	KHS	13	29.5%	1	2.3%	2	12.4%	28	63.6%	
All Staff	49	76.6%	2	3.1%	1	1.6%	12	18.8%	All	54	71.1%	2	2.6%	1	1.8%	19	25.0%	6. Because of the mediation project, I feel those in charge of school discipline now have more options available to them.
LES	11	73.3%	0	.0%	1	6.7%	3	20.0%	LES	12	75.0%	0	.0%	1	7.6%	3	18.8%	
KIS	8	72.7%	0	.0%	0	.0%	3	27.3%	KIS	11	78.6%	1	7.1%	0	.0%	2	14.3%	
KHS	30	78.9%	2	5.3%	0	.0%	6	15.8%	KHS	31	67.4%	1	2.2%	0	.0%	14	30.4%	

STAFF RESPONSES

1987 Response									1988 Response									
	Yes	%	No	%	N/A	%	Not Sure	%		Yes	%	No	%	N/A	%	Not Sure	%	Questions
All Staff	37	57.8%	4	6.3%	0	.0%	23	35.9%	All	45	60.0%	3	4.0%	3	5.9%	24	32.0%	7. I feel mediation is effective in managing undesirable student-student conflict.
LES	8	53.3%	1	6.7%	0	.0%	6	40.0%	LES	9	52.9%	1	5.9%	1	9.0%	6	35.3%	
KIS	8	72.7%	0	.0%	0	.0%	3	27.3%	KIS	9	64.3%	0	.0%	1	9.9%	4	28.6%	
KHS	21	55.3%	3	7.9%	0	.0%	14	36.8%	KHS	27	61.4%	2	4.5%	1	3.3%	14	31.8%	
All Staff	28	43.8%	6	9.4%	0	.0%	30	46.9%	All	31	42.5%	7	9.6%	4	9.5%	31	42.5%	8. I feel mediation is effective in managing undesirable student-teacher conflict.
LES	5	33.3%	1	6.7%	0	.0%	9	60.0%	LES	5	33.3%	0	.0%	0	.0%	10	66.7%	
KIS	5	45.5%	0	.0%	0	.0%	6	54.5%	KIS	6	42.9%	0	.0%	2	24.3%	6	42.9%	
KHS	18	47.4%	5	13.2%	0	.0%	15	39.5%	KHS	20	45.5%	7	15.9%	2	6.9%	15	34.1%	
All Staff	31	48.4%	5	7.8%	2	3.1%	26	40.6%	All	33	44.0%	5	6.7%	6	13.6%	31	41.3%	9. I feel mediation is effective in managing undesirable student-school conflict in general.
LES	6	40.0%	2	13.3%	1	6.7%	6	40.0%	LES	5	31.3%	0	.0%	1	16.2%	10	62.5%	
KIS	6	54.5%	0	.0%	1	9.1%	4	36.4%	KIS	6	42.9%	0	.0%	2	24.3%	6	42.9%	
KHS	19	50.0%	3	7.9%	0	.0%	16	42.1%	KHS	22	48.9%	5	11.1%	3	10.0%	15	33.3%	
All Staff	13	20.3%	5	7.8%	0	.0%	46	71.9%	All	19	25.3%	4	5.3%	5	17.7%	47	62.7%	10. I feel mediation is effective in managing undesirable school-community conflict.
LES	2	13.3%	1	6.7%	0	.0%	12	80.0%	LES	2	12.5%	1	6.3%	1	23.6%	12	75.0%	
KIS	2	18.2%	0	.0%	0	.0%	9	81.8%	KIS	4	28.6%	0	.0%	2	31.7%	8	57.1%	
KHS	9	23.7%	4	10.5%	0	.0%	25	65.8%	KHS	13	28.9%	3	6.7%	2	11.0%	27	60.0%	
All Staff	43	67.2%	5	7.8%	2	3.1%	14	21.9%	All	51	68.0%	3	4.0%	1	1.8%	20	26.7%	11. I like mediation because disputants can solve problems by themselves.
LES	10	66.7%	1	6.7%	1	6.7%	3	20.0%	LES	10	62.5%	2	12.5%	0	.0%	4	25.0%	
KIS	7	63.6%	0	.0%	1	9.1%	3	27.3%	KIS	10	76.9%	0	.0%	0	.0%	3	23.1%	
KHS	26	68.4%	4	10.5%	0	.0%	8	21.1%	KHS	31	67.4%	1	2.2%	1	3.0%	13	28.3%	
All Staff	12	18.8%	12	18.8%	20	31.3%	20	31.3%	All	12	16.2%	16	21.6%	26	47.7%	20	27.0%	12. Since the advent of the mediation project, I feel more competent in dealing with conflicts.
LES	3	20.0%	0	.0%	5	33.3%	7	46.7%	LES	2	12.5%	1	6.3%	8	68.5%	5	31.3%	
KIS	2	18.2%	2	18.2%	4	36.4%	3	27.3%	KIS	2	15.4%	2	15.4%	6	56.8%	3	23.1%	
KHS	7	18.4%	10	26.3%	11	28.9%	10	26.3%	KHS	8	17.8%	13	28.9%	12	36.0%	12	26.7%	

STAFF RESPONSES

	1987 Response									1988 Response									
	Yes	%	No	%	N/A	%	Not Sure	%		Yes	%	No	%	N/A	%	Not Sure	%	Questions
All Staff	13	19.1%	15	22.1%	8	11.8%	32	47.1%	All	18	24.0%	17	22.7%	6	14.6%	34	45.3%	13. Since the advent of the mediation project, I feel the school to be more save and peaceful.
LES	3	15.8%	0	.0%	4	21.1%	12	63.2%	LES	2	12.5%	1	6.3%	4	53.1%	9	56.3%	
KIS	4	36.4%	0	.0%	2	18.2%	5	45.5%	KIS	6	42.9%	3	21.4%	0	.0%	5	35.7%	
KHS	6	15.8%	15	39.5%	2	5.3%	15	39.5%	KHS	10	22.2%	13	28.9%	2	8.0%	20	44.4%	
All Staff	29	45.3%	12	18.8%	3	4.7%	20	31.3%	All	35	48.6%	18	25.0%	4	7.0%	15	20.8%	14. I feel mediation should be made part of the school curriculum.
LES	9	60.0%	0	.0%	0	.0%	6	40.0%	LES	4	28.6%	4	28.6%	2	19.6%	4	28.6%	
KIS	5	45.5%	3	27.3%	0	.0%	3	27.3%	KIS	7	53.8%	3	23.1%	1	9.0%	2	15.4%	
KHS	15	39.5%	9	23.7%	3	7.9%	11	28.9%	KHS	24	53.3%	11	24.4%	1	2.8%	9	20.0%	
All Staff	45	70.3%	7	10.9%	2	3.1%	10	15.6%	All	48	64.9%	6	8.1%	4	6.9%	16	21.6%	15. I feel mediation should be part of the total disciplinary process in the school.
LES	8	53.3%	2	13.3%	2	13.3%	3	20.0%	LES	7	46.7%	1	6.7%	3	26.6%	4	26.7%	
KIS	10	90.9%	0	.0%	0	.0%	1	9.1%	KIS	10	76.9%	1	7.7%	0	.0%	2	15.4%	
KHS	27	71.1%	5	13.2%	0	.0%	6	15.8%	KHS	31	67.4%	4	8.7%	1	2.8%	10	21.7%	
All Staff	53	82.8%	3	4.7%	1	1.6%	7	10.9%	All	63	84.0%	0	.0%	1	1.6%	11	14.7%	16. I feel mediation is useful for schools in dealing with misunderstandings, personality differences and cummunication problems.
LES	13	86.7%	0	.0%	1	6.7%	1	6.7%	LES	12	75.0%	0	.0%	1	7.6%	3	18.8%	
KIS	10	90.9%	0	.0%	0	.0%	1	9.1%	KIS	12	92.3%	0	.0%	0	.0%	1	7.7%	
KHS	30	78.9%	3	7.9%	0	.0%	5	13.2%	KHS	39	84.8%	0	.0%	0	.0%	7	15.2%	
All Staff	27	42.2%	14	21.9%	3	4.7%	20	31.3%	All	23	30.7%	19	25.3%	3	6.7%	30	40.0%	17. I think mediation is useful for schools in dealing with violence, vandalism, and high dropout rates.
LES	5	33.3%	5	33.3%	1	6.7%	4	26.7%	LES	2	12.5%	1	6.3%	1	23.6%	12	75.0%	
KIS	6	54.5%	0	.0%	1	9.1%	4	36.4%	KIS	6	46.2%	3	23.1%	0	.0%	4	30.8%	
KHS	16	42.1%	9	23.7%	1	2.6%	12	31.6%	KHS	15	32.6%	15	32.6%	2	6.2%	14	30.4%	
All Staff	42	65.6%	5	7.8%	3	4.7%	14	21.9%	All	50	68.5%	3	4.1%	1	1.9%	19	26.0%	18. Since the advent of the mediation project, I would encourage the Department of Education to establish such projects at other schools.
LES	8	53.3%	0	.0%	2	13.3%	5	33.3%	LES	9	56.3%	0	.0%	1	9.9%	6	37.5%	
KIS	7	63.6%	0	.0%	0	.0%	4	36.4%	KIS	10	76.9%	0	.0%	0	.0%	3	23.1%	
KHS	27	71.1%	5	13.2%	1	2.6%	5	13.2%	KHS	31	70.5%	3	6.8%	0	.0%	10	22.7%	

Appendix B

MEDIATOR RESPONSES

	1987 Response							1988 Response							QMPP Items
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%		Question
All mediators	19	100.0%	0	.0%	0	.0%	All	18	90.0%	1	5.0%	1	5.0%	1.	I feel the goals and objectives of the Dispute Management in the Schools Project (Mediation Project) are clear.
LES	9	100.0%	0	.0%	0	.0%	LES	12	100.0%	0	.0%	0	.0%		
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%		
KHS	7	100.0%	0	.0%	0	.0%	KHS	3	60.0%	1	20.0%	1	20.0%		
All mediators	18	94.7%	0	.0%	1	5.3%	All	20	100.0%	0	.0%	0	.0%	2.	I understand what mediation is and how it's used at our school.
LES	9	100.0%	0	.0%	0	.0%	LES	12	100.0%	0	.0%	0	.0%		
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%		
KHS	6	85.7%	0	.0%	1	14.3%	KHS	5	100.0%	0	.0%	0	.0%		
All mediators	16	84.2%	1	5.3%	2	10.5%	All	18	90.0%	1	5.0%	1	5.0%	3.	I feel the procedures for involvement in the mediation project were clearly communicated.
LES	8	88.9%	0	.0%	1	11.1%	LES	11	91.7%	0	.0%	1	8.3%		
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%		
KHS	5	71.4%	1	14.3%	1	14.3%	KHS	4	80.0%	1	20.0%	0	.0%		
All mediators	14	73.7%	2	10.5%	3	15.8%	All	17	85.0%	2	10.0%	1	5.0%	4.	My parents (or guardian) were notified about the Mediation Project in general at my school.
LES	6	66.7%	1	11.1%	2	22.2%	LES	11	91.7%	1	8.3%	0	.0%		
KIS	2	66.7%	0	.0%	1	33.3%	KIS	3	100.0%	0	.0%	0	.0%		
KHS	6	85.7%	1	14.3%	0	.0%	KHS	3	60.0%	1	20.0%	1	20.0%		
All mediators	13	68.4%	0	.0%	6	31.6%	All	19	95.0%	0	.0%	1	5.0%	5.	Because of the mediation project, I feel those in charge of school discipline now have more options available to them.
LES	5	55.6%	0	.0%	4	44.4%	LES	11	91.7%	0	.0%	1	8.3%		
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%		
KHS	5	71.4%	0	.0%	2	28.6%	KHS	5	100.0%	0	.0%	0	.0%		
All mediators	15	78.9%	0	.0%	4	21.1%	All	16	80.0%	2	10.0%	2	10.0%	6.	I feel mediation is effective in managing student to student disputes or conflicts.
LES	6	66.7%	0	.0%	3	33.3%	LES	9	75.0%	2	16.7%	1	8.3%		
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%		
KHS	6	85.7%	0	.0%	1	14.3%	KHS	4	80.0%	0	.0%	1	20.0%		

MEDIATOR RESPONSES

1987 Response							1988 Response							
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question
All mediators	13	68.4%	1	5.3%	5	26.3%	All	10	50.0%	2	10.0%	8	40.0%	7. I feel mediation is effective in managing student to teacher disputes or conflicts.
LES	6	66.7%	0	.0%	3	33.3%	LES	6	50.0%	1	8.3%	5	41.7%	
KIS	2	66.7%	0	.0%	1	33.3%	KIS	2	66.7%	0	.0%	1	33.3%	
KHS	5	71.4%	1	14.3%	1	14.3%	KHS	2	40.0%	1	20.0%	2	40.0%	
All mediators	10	52.6%	3	15.8%	6	31.6%	All	10	50.0%	1	5.0%	9	45.0%	8. I feel mediation is effective in managing disputes or conflicts between school and community.
LES	5	55.6%	1	11.1%	3	33.3%	LES	5	41.7%	1	8.3%	6	50.0%	
KIS	3	100.0%	0	.0%	0	.0%	KIS	1	33.3%	0	.0%	2	66.7%	
KHS	2	28.6%	2	28.6%	3	42.9%	KHS	4	80.0%	0	.0%	1	20.0%	
All mediators	18	94.7%	1	5.3%	0	.0%	All	17	85.0%	1	5.0%	2	10.0%	9. I like mediation because disputants can solve problems by themselves.
LES	8	88.9%	1	11.1%	0	.0%	LES	11	91.7%	0	.0%	1	8.3%	
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%	
KHS	7	100.0%	0	.0%	0	.0%	KHS	3	60.0%	1	20.0%	1	20.0%	
All mediators	16	84.2%	0	.0%	3	15.8%	All	18	90.0%	1	5.0%	1	5.0%	10. I now feel more competent in dealing with disputes and conflicts in general.
LES	7	77.8%	0	.0%	2	22.2%	LES	11	91.7%	1	8.3%	0	.0%	
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%	
KHS	6	85.7%	0	.0%	1	14.3%	KHS	4	80.0%	0	.0%	1	20.0%	
All mediators	12	63.2%	5	26.3%	2	10.5%	All	5	25.0%	10	50.0%	5	25.0%	11. I feel mediation ideas should be taught in school like mathematics or social studies.
LES	5	55.6%	3	33.3%	1	11.1%	LES	3	25.0%	6	50.0%	3	25.0%	
KIS	2	66.7%	1	33.3%	0	.0%	KIS	0	.0%	2	66.7%	1	33.3%	
KHS	5	71.4%	1	14.3%	1	14.3%	KHS	2	40.0%	2	40.0%	1	20.0%	
All mediators	12	66.7%	3	16.7%	3	16.7%	All	11	55.0%	1	5.0%	8	40.0%	12. I feel mediation should be part of the total disciplinary process in the school.
LES	4	50.0%	3	37.5%	1	12.5%	LES	9	75.0%	0	.0%	3	25.0%	
KIS	2	66.7%	0	.0%	1	33.3%	KIS	0	.0%	0	.0%	3	100.0%	
KHS	6	85.7%	0	.0%	1	14.3%	KHS	2	40.0%	1	20.0%	2	40.0%	

MEDIATOR RESPONSES

1987 Response							1988 Response							
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question
All mediators	19	100.0%	0	.0%	0	.0%	All	20	100.0%	0	.0%	0	.0%	13. I feel mediation is useful in dealing with misunderstandings, personal differences, and communication problems.
LES	9	100.0%	0	.0%	0	.0%	LES	12	100.0%	0	.0%	0	.0%	
KIS	3	100.0%	0	.0%	0	.0%	KIS	3	100.0%	0	.0%	0	.0%	
KHS	7	100.0%	0	.0%	0	.0%	KHS	5	100.0%	0	.0%	0	.0%	
All mediators	6	31.6%	7	36.8%	6	31.6%	All	6	31.6%	7	36.8%	6	31.6%	14. I think mediation is useful in dealing with violence, vandalism, and high dropout rates.
LES	4	44.4%	4	44.4%	1	11.1%	LES	4	33.3%	5	41.7%	3	25.0%	
KIS	1	33.3%	1	33.3%	1	33.3%	KIS	0	.0%	2	66.7%	1	33.3%	
KHS	1	14.3%	2	28.6%	4	57.1%	KHS	2	50.0%	0	.0%	2	50.0%	
All mediators	11	57.9%	5	26.3%	3	15.8%	All	11	55.0%	9	45.0%	0	.0%	15. To be more effective, mediators should come from the same school as the disputants.
LES	6	66.7%	2	22.2%	1	11.1%	LES	8	66.7%	4	33.3%	0	.0%	
KIS	3	100.0%	0	.0%	0	.0%	KIS	0	.0%	3	100.0%	0	.0%	
KHS	2	28.6%	3	42.9%	2	28.6%	KHS	3	60.0%	2	40.0%	0	.0%	
All mediators	5	26.3%	10	52.6%	4	21.1%	All	7	35.0%	11	55.0%	2	10.0%	16. To be more effective, mediators should be of the same sex as the disputants.
LES	1	11.1%	4	44.4%	4	44.4%	LES	5	41.7%	6	50.0%	1	8.3%	
KIS	1	33.3%	2	66.7%	0	.0%	KIS	1	33.3%	2	66.7%	0	.0%	
KHS	3	42.9%	4	57.1%	0	.0%	KHS	1	20.0%	3	60.0%	1	20.0%	
All mediators	4	21.1%	10	52.6%	5	26.3%	All	5	25.0%	10	50.0%	5	25.0%	17. To be more effective, mediators should be of the same ethnic group as the disputants.
LES	1	11.1%	5	55.6%	3	33.3%	LES	3	25.0%	6	50.0%	3	25.0%	
KIS	1	33.3%	2	66.7%	0	.0%	KIS	1	33.3%	2	66.7%	0	.0%	
KHS	2	28.6%	3	42.9%	2	28.6%	KHS	1	20.0%	2	40.0%	2	40.0%	
All mediators	7	36.8%	10	52.6%	2	10.5%	All	8	40.0%	9	45.0%	3	15.0%	18. To be more effective, mediators should be about the same age (or grade level) as the disputants.
LES	2	22.2%	6	66.7%	1	11.1%	LES	5	41.7%	6	50.0%	1	8.3%	
KIS	2	66.7%	1	33.3%	0	.0%	KIS	1	33.3%	1	33.3%	1	33.3%	
KHS	3	42.9%	3	42.9%	1	14.3%	KHS	2	40.0%	2	40.0%	1	20.0%	

MEDIATOR RESPONSES

	1987 Response							1988 Response						
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question
All mediators	10	52.6%	7	36.8%	2	10.5%	All	12	60.0%	8	40.0%	0	.0%	19. To be more effective, mediators should hold about the same position as the disputants (for example: teacher-teacher or student-student).
LES	5	55.6%	3	33.3%	1	11.1%	LES	7	58.3%	5	41.7%	0	.0%	
KIS	1	33.3%	2	66.7%	0	.0%	KIS	1	33.3%	2	66.7%	0	.0%	
KHS	4	57.1%	2	28.6%	1	14.3%	KHS	4	80.0%	1	20.0%	0	.0%	
All mediators	4	21.1%	13	68.4%	2	10.5%	All	6	30.0%	12	60.0%	2	10.0%	20. To be more effective, mediators and disputants should know each other.
LES	2	22.2%	6	66.7%	1	11.1%	LES	4	33.3%	6	50.0%	2	16.7%	
KIS	1	33.3%	2	66.7%	0	.0%	KIS	0	.0%	3	100.0%	0	.0%	
KHS	1	14.3%	5	71.4%	1	14.3%	KHS	2	40.0%	3	60.0%	0	.0%	
All mediators	16	84.2%	0	.0%	3	15.8%	All	15	75.0%	3	15.0%	2	10.0%	21. I feel that the mediation program has a positive effect on school climate.
LES	7	77.8%	0	.0%	2	22.2%	LES	8	66.7%	3	25.0%	1	8.3%	
KIS	2	66.7%	0	.0%	1	33.3%	KIS	3	100.0%	0	.0%	0	.0%	
KHS	7	100.0%	0	.0%	0	.0%	KHS	4	80.0%	0	.0%	1	20.0%	
All mediators	16	100.0%	0	.0%	0	.0%	All	16	94.1%	0	.0%	1	5.9%	22. The training I received to become a mediator was adequate.
LES	7	100.0%	0	.0%	0	.0%	LES	12	100.0%	0	.0%	0	.0%	
KIS	3	100.0%	0	.0%	0	.0%	KIS	1	100.0%	0	.0%	0	.0%	
KHS	6	100.0%	0	.0%	0	.0%	KHS	3	75.0%	0	.0%	1	25.0%	

DISPUTANT RESPONSES

	1987 Response							1988 Response							QMPP Items
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question	
All disputants	28	93.3%	0	.0%	2	6.7%	All	22	78.6%	3	10.7%	3	10.7%	1.	I feel the goals and objectives of the Dispute Management in the Schools Project (Mediation Project) are clear.
LES	4	100.0%	0	.0%	0	.0%	LES	12	85.7%	2	14.3%	0	.0%		
KIS	12	85.7%	0	.0%	2	14.3%	KIS	8	88.9%	0	.0%	1	11.1%		
KHS	12	100.0%	0	.0%	0	.0%	KHS	2	40.0%	1	20.0%	2	40.0%		
All disputants	29	96.7%	0	.0%	1	3.3%	All	25	89.3%	1	3.6%	2	7.1%	2.	I understand what mediation is and how it's used at our school.
LES	4	100.0%	0	.0%	0	.0%	LES	11	78.6%	1	7.1%	2	14.3%		
KIS	14	100.0%	0	.0%	0	.0%	KIS	9	100.0%	0	.0%	0	.0%		
KHS	11	91.7%	0	.0%	1	8.3%	KHS	5	100.0%	0	.0%	0	.0%		
All disputants	24	80.0%	1	3.3%	5	16.7%	All	21	75.0%	1	3.6%	6	21.4%	3.	I feel the procedures for involvement in the mediation project were clearly communicated.
LES	2	50.0%	0	.0%	2	50.0%	LES	13	92.9%	0	.0%	1	7.1%		
KIS	11	78.6%	1	7.1%	2	14.3%	KIS	6	66.7%	1	11.1%	2	22.2%		
KHS	11	91.7%	0	.0%	1	8.3%	KHS	2	40.0%	0	.0%	3	60.0%		
All disputants	12	40.0%	17	56.7%	1	3.3%	All	13	46.4%	12	42.9%	3	10.7%	4.	My parents (or guardian) were notified about the Mediation Project in general at my school.
LES	1	25.0%	2	50.0%	1	25.0%	LES	9	64.3%	5	35.7%	0	.0%		
KIS	6	42.9%	8	57.1%	0	.0%	KIS	4	44.4%	4	44.4%	1	11.1%		
KHS	5	41.7%	7	58.3%	0	.0%	KHS	0	.0%	3	60.0%	2	40.0%		
All disputants	23	76.7%	1	3.3%	6	20.0%	All	19	67.9%	5	17.9%	4	14.3%	5.	Because of the mediation project, I feel those in charge of school discipline now have more options available to them.
LES	3	75.0%	1	25.0%	0	.0%	LES	8	57.1%	4	28.6%	2	14.3%		
KIS	10	71.4%	0	.0%	4	28.6%	KIS	7	77.8%	0	.0%	2	22.2%		
KHS	10	83.3%	0	.0%	2	16.7%	KHS	4	80.0%	1	20.0%	0	.0%		
All disputants	27	90.0%	0	.0%	3	10.0%	All	24	85.7%	3	10.7%	1	3.6%	6.	I feel mediation is effective in managing student to student disputes or conflicts.
LES	4	100.0%	0	.0%	0	.0%	LES	11	78.6%	3	21.4%	0	.0%		
KIS	12	85.7%	0	.0%	2	14.3%	KIS	9	100.0%	0	.0%	0	.0%		
KHS	11	91.7%	0	.0%	1	8.3%	KHS	4	80.0%	0	.0%	1	20.0%		

DISPUTANT RESPONSES

	1987 Response							1988 Response						
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question
All disputants	17	56.7%	2	6.7%	11	36.7%	All	19	67.9%	4	14.3%	5	17.9%	7. I feel mediation is effective in managing student to teacher disputes or conflicts.
LES	3	75.0%	0	.0%	1	25.0%	LES	9	64.3%	3	21.4%	2	14.3%	
KIS	5	35.7%	2	14.3%	7	50.0%	KIS	7	77.8%	0	.0%	2	22.2%	
KHS	9	75.0%	0	.0%	3	25.0%	KHS	3	60.0%	1	20.0%	1	20.0%	
All disputants	16	53.3%	0	.0%	14	46.7%	All	14	50.0%	7	25.0%	7	25.0%	8. I feel mediation is effective in managing disputes or conflicts between school and community.
LES	2	50.0%	0	.0%	2	50.0%	LES	7	50.0%	4	28.6%	3	21.4%	
KIS	8	57.1%	0	.0%	6	42.9%	KIS	3	33.3%	3	33.3%	3	33.3%	
KHS	6	50.0%	0	.0%	6	50.0%	KHS	4	80.0%	0	.0%	1	20.0%	
All disputants	27	90.0%	2	6.7%	1	3.3%	All	24	85.7%	2	7.1%	2	7.1%	9. I like mediation because disputants can solve problems by themselves.
LES	4	100.0%	0	.0%	0	.0%	LES	12	85.7%	1	7.1%	1	7.1%	
KIS	12	85.7%	1	7.1%	1	7.1%	KIS	9	100.0%	0	.0%	0	.0%	
KHS	11	91.7%	1	8.3%	0	.0%	KHS	3	60.0%	1	20.0%	1	20.0%	
All disputants	22	73.3%	1	3.3%	7	23.3%	All	23	82.1%	2	7.1%	3	10.7%	10. I now feel more competent in dealing with disputes and conflicts in general.
LES	3	75.0%	0	.0%	1	25.0%	LES	13	92.9%	0	.0%	1	7.1%	
KIS	9	64.3%	1	7.1%	4	28.6%	KIS	8	88.9%	1	11.1%	0	.0%	
KHS	10	83.3%	0	.0%	2	16.7%	KHS	2	40.0%	1	20.0%	2	40.0%	
All disputants	18	62.1%	6	20.7%	5	17.2%	All	15	53.6%	10	35.7%	3	10.7%	11. I feel mediation ideas should be taught in school like mathematics or social studies.
LES	4	100.0%	0	.0%	0	.0%	LES	5	35.7%	6	42.9%	3	21.4%	
KIS	7	53.8%	3	23.1%	3	23.1%	KIS	6	66.7%	3	33.3%	0	.0%	
KHS	7	58.3%	3	25.0%	2	16.7%	KHS	4	80.0%	1	20.0%	0	.0%	
All disputants	25	83.3%	3	10.0%	2	6.7%	All	20	71.4%	4	14.3%	4	14.3%	12. I feel mediation should be part of the total disciplinary process in the school.
LES	3	75.0%	0	.0%	1	25.0%	LES	8	57.1%	2	14.3%	4	28.6%	
KIS	13	92.9%	1	7.1%	0	.0%	KIS	7	77.8%	2	22.2%	0	.0%	
KHS	9	75.0%	2	16.7%	1	8.3%	KHS	5	100.0%	0	.0%	0	.0%	

DISPUTANT RESPONSES

	1987 Response							1988 Response							
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question
All disputants	29	96.7%	1	3.3%	0	.0%	All	26	92.9%	2	7.1%	0	.0%	13. I feel mediation is useful in dealing with misunderstandings, personal differences, and communication problems.
LES	4	100.0%	0	.0%	0	.0%	LES	14	100.0%	0	.0%	0	.0%	
KIS	14	100.0%	0	.0%	0	.0%	KIS	9	100.0%	0	.0%	0	.0%	
KHS	11	91.7%	1	8.3%	0	.0%	KHS	3	60.0%	2	40.0%	0	.0%	
All disputants	15	50.0%	9	30.0%	6	20.0%	All	21	75.0%	4	14.3%	3	10.7%	14. I think mediation is useful in dealing with violence, vandalism, and high dropout rates.
LES	2	50.0%	1	25.0%	1	25.0%	LES	11	78.6%	3	21.4%	0	.0%	
KIS	6	42.9%	4	28.6%	4	28.6%	KIS	6	66.7%	1	11.1%	2	22.2%	
KHS	7	58.3%	4	33.3%	1	8.3%	KHS	4	80.0%	0	.0%	1	20.0%	
All disputants	18	60.0%	9	30.0%	3	10.0%	All	14	50.0%	9	32.1%	5	17.9%	15. To be more effective, mediators should come from the same school as the disputants.
LES	3	75.0%	1	25.0%	0	.0%	LES	7	50.0%	5	35.7%	2	14.3%	
KIS	7	50.0%	6	42.9%	1	7.1%	KIS	5	55.6%	2	22.2%	2	22.2%	
KHS	8	66.7%	2	16.7%	2	16.7%	KHS	2	40.0%	2	40.0%	1	20.0%	
All disputants	7	23.3%	19	63.3%	4	13.3%	All	8	28.6%	20	71.4%	0	.0%	16. To be more effective, mediators should be of the same sex as the disputants.
LES	2	50.0%	1	25.0%	1	25.0%	LES	3	21.4%	11	78.6%	0	.0%	
KIS	2	14.3%	9	64.3%	3	21.4%	KIS	3	33.3%	6	66.7%	0	.0%	
KHS	3	25.0%	9	75.0%	0	.0%	KHS	2	40.0%	3	60.0%	0	.0%	
All disputants	5	16.7%	20	66.7%	5	16.7%	All	9	32.1%	17	60.7%	2	7.1%	17. To be more effective, mediators should be of the same ethnic group as the disputants.
LES	2	50.0%	2	50.0%	0	.0%	LES	4	28.6%	8	57.1%	2	14.3%	
KIS	1	7.1%	9	64.3%	4	28.6%	KIS	3	33.3%	6	66.7%	0	.0%	
KHS	2	16.7%	9	75.0%	1	8.3%	KHS	2	40.0%	3	60.0%	0	.0%	
All disputants	13	43.3%	14	46.7%	3	10.0%	All	13	46.4%	14	50.0%	1	3.6%	18. To be more effective, mediators should be about the same age (or grade level) as the disputants.
LES	1	25.0%	2	50.0%	1	25.0%	LES	9	64.3%	5	35.7%	0	.0%	
KIS	7	50.0%	5	35.7%	2	14.3%	KIS	3	33.3%	6	66.7%	0	.0%	
KHS	5	41.7%	7	58.3%	0	.0%	KHS	1	20.0%	3	60.0%	1	20.0%	

DISPUTANT RESPONSES

	1987 Response							1988 Response							
	Yes	%	No	%	Not Sure	%		Yes	%	No	%	Not Sure	%	Question	
All disputants	20	66.7%	5	16.7%	5	16.7%	All	18	64.3%	8	28.6%	2	7.1%	19.	To be more effective, mediators should hold about the same position as the disputants (for example: teacher-teacher or student-student).
LES	3	75.0%	0	.0%	1	25.0%	LES	8	57.1%	5	35.7%	1	7.1%		
KIS	10	71.4%	1	7.1%	3	21.4%	KIS	6	66.7%	2	22.2%	1	11.1%		
KHS	7	58.3%	4	33.3%	1	8.3%	KHS	4	80.0%	1	20.0%	0	.0%		
All disputants	11	36.7%	15	50.0%	4	13.3%	All	14	50.0%	14	50.0%	0	.0%	20.	To be more effective, mediators and disputants should know each other.
LES	3	75.0%	1	25.0%	0	.0%	LES	9	64.3%	5	35.7%	0	.0%		
KIS	5	35.7%	6	42.9%	3	21.4%	KIS	3	33.3%	6	66.7%	0	.0%		
KHS	3	25.0%	8	66.7%	1	8.3%	KHS	2	40.0%	3	60.0%	0	.0%		
All disputants	27	90.0%	0	.0%	3	10.0%	All	23	85.2%	1	3.7%	3	11.1%	21.	I feel that the mediation program has a positive effect on school climate.
LES	3	75.0%	0	.0%	1	25.0%	LES	11	84.6%	0	.0%	2	15.4%		
KIS	12	85.7%	0	.0%	2	14.3%	KIS	8	88.9%	0	.0%	1	11.1%		
KHS	12	100.0%	0	.0%	0	.0%	KHS	4	80.0%	1	20.0%	0	.0%		
All disputants	11	42.3%	4	15.4%	11	42.3%	All	8	32.0%	7	28.0%	10	40.0%	22.	The training I received to become a mediator was adequate.
LES	0	.0%	1	33.3%	2	66.7%	LES	5	41.7%	3	25.0%	4	33.3%		
KIS	5	41.7%	2	16.7%	5	41.7%	KIS	1	12.5%	2	25.0%	5	62.5%		
KHS	6	54.5%	1	9.1%	4	36.4%	KHS	2	40.0%	2	40.0%	1	20.0%		

Appendix C

Interview Guide Questions for Administrators

Your opinion, views, or comments about:

1. Mediation project installed under "normal" staff allocation?

   a. Should project have an external project coordinator (and assistant)? ⟨ Carl and Eric ⟩ Could the project operate without them?

   b. If funds were cut (Carl and Eric are not available), would you continue the mediation project?

2. Mediation project as part of the school curriculum?

3. Mediation project as part of the school's disciplinary process?

4. From your experience with the project, would you encourage statewide dissemination of the project? (Is the project worthy of statewide dissemination?)

5. Staff participation? Ways of improving staff participation? Staff support?

6. Confidentiality: how handled? problems? Suggestions as to how it should be handled? (Policy?)

7. Training of prospective mediators - adequate or not adequate? Comments.

8. Selection process of prospective mediators: Was it adequate? not adequate? Comments.

9. Mediation is another bandwagon?

Appendix D

Interview Guide Questions for Project Counselors

Your opinion, views or comments about:

1. Training of mediators

   a. What do you think about the training that the mediators received for this project?

      (1) Was the training sufficient? adequate?

      (2) If not, why? Suggestions for improvement?

   b. Selection (recruitment) of prospective mediators?

2. Mediators assignment

   a. How were mediators assigned to mediate sessions? What criteria were used?

   b. Do you have a procedure that is documented?

   c. Characteristics of mediators?

3. Issues

   a. Should mediators be of the same school as disputants to be effective?

   b. Should mediators be of the same sex as disputants to be effective?

   c. Should mediators be of the same grade level (age) as disputants to be effective?

   d. Should mediators be of the same position as disputants to be effective?

e. Should mediators be of the same ethnicity as disputants to be effective.

f. Should mediation sessions be supervised by adults?

(1) Should the mediation session be mediated by two mediators rather than one? an ideal number?

(2) Should mediators be "pure mediation" or be involved?

4. Installation

a. Do you think a mediation project can be installed under the "normal" personnel deployment (staff allocation)?

b. What is the prospect of the mediation process be part of the school's disciplinary process?

c. What is the prospect of mediation be part of the school's curriculum?

5. You have been in the project for one (two) year(s); as you reflect back about those cases that were mediated, if there were no mediation project, how would you have handled those cases? Consequenses?

6. Characteristics of disputants. Are there striking characteristics that can be noticed about disputants?

7. Confidentiality - how handled? Suggestions for improvement?

Appendix E

Interview Guide Questions for Project Coordinator and Assistant

Your opinion, views, or comments about:

1. Training

   a. What do you think about the training that mediators received for this project? Was the training sufficient or not sufficient? adequate or not adequate?

   b. If not adequate or sufficient, why?

   c. Suggestions for improvement?

2. Mediators Assignment

   a. How were mediators assigned to cases? What criteria were used? Guidelines?

   b. Suggestions for improvement?

   c. Should mediators be of the same school as disputants?
   Should mediators be of the same sex as disputants?
   Should mediators be of the same grade level as disputants?
   Should mediators be of the same ethnic group as disputants?
   Should mediators be of the same position as disputants?
   Should mediators know the disputants?

   d. Should mediators be supervised by adults during a case?

   e. Should mediators be mediated by one or two or more mediators? Why?

3. Selection (recruitment) of prospective mediators?

   a. Characteristics of a good mediator?

4. Installation of Project

   a. Mediation project installed under "normal" staff allocation? Could project have an external project coordinator (and assistant)?⟨Carl & Eric⟩ Could project operate without them?

   b. Mediation as part of the school's curriculum?

   c. Mediation as part of the school's disciplinary process?

      (1) Penalize students first than mediation - opinion?

   d. Are you satisfied with staff participation or support for the project?

5. Issues

   a. Mediation project: "place in the school system?" a "bandwagon?"

   b. Confidentiality: how handled? Suggestions as to have it should be handled? (Policy?)

   c. Characteristics of disputants

Appendix F

DISPUTE MANAGEMENT IN THE SCHOOLS PROJECT — June 18, 1988

DATA SHEET

SCHOOL (SCH)
- KHS = KAIMUKI HIGH SCHOOL
- KIS = KAIMUKI INT. SCHOOL
- LES = LIHOLIHO SCHOOL

POSITION/STATUS (POS)
- S = STUDENT
- T = TEACHER
- C = COUNSELOR
- A = ADMINISTRATOR
- O = OTHER

ETHNICITY (ETHN)
- A = AMERICAN INDIAN
- B = BLACK
- C = CHINESE
- D = FILIPINO
- E = HAWAIIAN
- F = PART-HAWAIIAN
- G = JAPANESE
- H = KOREAN
- I = PORTUGESE
- J = SPANISH, CUBAN, MEXICAN, PUERTO RICAN
- K = SAMOAN
- L = WHITE
- M = OTHER
- N = INDO-CHINESE, (CAMBODIAN, VIETNAMESE, LAOTIAN)

INCOME LEVEL (INC)
- F = FREE LUNCH
- R = REDUCED LUNCH

EDUCATIONAL ARRANGEMENT (EDAR)
- 1 = MILDLY MENTALLY RETARDED
- 2 = MOD. MENTALLY RETARDED
- 3 = SEVERELY MENTALLY RETARDED
- BLANK = REGULAR EDUCATION

FAMILIARITY W/ DISPUTANT (FAM)
- 1 = VERY FAMILIAR
- 2 = NOT TOO FAMILIAR
- 3 = NOT FAMILIAR

TIME FOR SESSION (TIME)
- 1 = 15 MIN. OR LESS
- 2 = 16 TO 30 MIN.
- 3 = 31 TO 45 MIN.
- 4 = 46 MIN. TO 1 HR.
- 5 = MORE THAN 1 HR.

METHOD USED (METH)
- M = MEDIATION

OUTCOME (OUT)
- A = AGREEMENT
- N = NO AGREEMENT

RESULT OF FOLLOW-UP (RES)
- 1 = CASE CLOSED
- 2 = 2ND FOLLOW-UP
- 3 = 2ND MEDIATION
- 4 = AGREEMENT BROKEN

SCH	CASE NO.	DATE	DISPUTANTS	POS	SEX	GR	ETHN	INC	EDAR	GPA	CONFLICT MANAGER	FAM	PROB	METH	OUT	TIME	FOLLOW-UP #1 DATE	FOLLOW-UP #1 RES	FOLLOW-UP #2 DATE	FOLLOW-UP #2 RES

Appendix G

SCHOOL CLIMATE ASSESSMENT SCALE SURVEY

A GUIDE FOR ADMINISTRATION

PURPOSE

One of the goals of the Honolulu District is to strengthen all our schools' programs using information that the staff, administration, students and parents may provide. This information is meant to be used alongside other kinds of information that may be on hand in the school to assess teaching, learning, and the climate in which learning takes place in the school.

In this regard the perceptions of all role groups are important in helping the school assess itself. To that end, the scale asks people's views about the school's program, its process and its resources.

Responses to the assessment questions are reflections of the role groups' feelings about the school's experiences as a whole, not limited to a specific class or grade level.

ADMINISTRATION

1. Explain the purpose of this scale to your target group. State that they should respond honestly to each item and that there are no right or wrong answers.

2. Instruct your target group to bubble in the special code assigned to your school. Your special code is: School Code #.
   USE ANY NO. 2 PENCIL! See attached sample.

3. DO NOT HAVE ANYONE WRITE THEIR NAMES ANYWHERE.

4. Assist people who have difficulty reading or understanding any item.

5. On the survey for secondary students and all adults, use the same number of parts for all role groups.

6. When finished, have everyone erase any unneccessary marks and be sure answer marks are dark. Collect the sheets and return to coordinator.

7. Have participants answer on the "What is" column. Omit the "What should be" column.

8. Read sample size attachment carefully.

   a. Sections to be included in the student sampling should be a good mixture of students (below average, average, above average).

   b. Parent sampling should be done at school rather than sent home.

   c. Please note that only the 6th graders and all adults will participate in the elementary schools.

INSTRUCTION FOR TEST COORDINATOR AFTER ADMINISTRATION

1. Inspection of answer forms.

   a. To insure accuracy in the machine scoring, the answer sheet:

      1) must be well marked and in good physical condition.

      2) should be free of bent corners, folds or wrinkles.

      3) is not to be pinned or clipped together or to other materials.

   b. Before returning the answer sheets, inspect forms carefully paying particular attention to the following points:

      1) All marks to be read by the scoring machine must be very black. Darken all weak marks, including marks identification grids, (top half of survey) with a No. 2 black lead pencil.

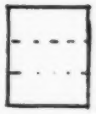
      2) One and only one circle should be marked in each column for each item.

      3) Student answer sheets are identified appropriately.

2. Packing/Mailing

   a. Check that all sheets are aligned properly. (sheets facing one way)

   b. Use a strip of paper, at least 3" - 4" wide, to bundle horizontally role group survey forms separately. On the strip label with school, role group, and number of responses.



e.g. Royal Elementary
Student Survey
65 - No. of Responses

   c. Place bundles in an appropriate carton. Avoid creasing of answer sheets in transit.

   d. Include Assessment Checklist at the top. (See orange attachment)

   e. Send labeled package to Honolulu District Office, Patricia Lau on or before **MAY 27, 1988**.

SCHOOL CLIMATE ASSESSMENT AND IMPROVEMENT

STATE DISTRIBUTION PLAN

SIZES OF SAMPLINGS

STUDENTS

Sections rather than individual students will serve as the sampling unit. A section typically is made up of 20-30 students grouped by achievement test scores, or by a combination of achievement scores and measures of attitudes, work habits, etc.

The sample N's shown below are based on the total number of sections in a grade. It is the point for balancing economy and convenience of small samples and the reliability and representativeness of large samples. Try to get as wide a sampling as possible.

Grade	Total Sections	Sample N
6	1	1
	2	2
	3	2
	4	3
	5+	3
7	1	1
	2	2
	3	2
	4	3
	5+	3
8	1	1
	2	2
	3	2
	4	3
	5+	3
9	1	1
	2	2
	3	2
	4	3
	5+	3
10	1	1
	2	2
	3	2
	4	3
	5+	3
11	1	1
	2	2
	3	2
	4	3
	5+	3
12	1	1
	2	2
	3	2
	4	3
	5+	3

STEPS IN ADMINISTERING
SCHOOL CLIMATE SURVEY
HONOLULU DISTRICT
1987-88

1. Decide on a date or dates which you will use to administer this survey.

   OUR SURVEY PERIOD WILL BEGIN **APRIL 29, 1988**. ALL FORMS MUST BE IN TO PATRICIA LAU NO LATER THAN **MAY 27, 1988**.

   We recommend you administer the survey in the first two weeks and turn forms in early.

2. Follow instructions for administering this survey.

3. When preparing answer forms, follow appropriate instructions.

4. Band answer forms by target groups (ex. Parents, students, regular teachers, classified, etc.)

5. Complete and attach Climate Survey Checklist to answer sheets.

6. Return completed answer sheets on or before May 27, 1988. (Extra answer sheets should also be returned.)

PARENTS

Assembling the right number of parents who are representative of all parents in the school is nice but not simple to pull off for this survey and for surveys in general. Also the response rate is apt to be low - - somewhere between 40% and 60% - - if the survey is sent home with students and later brought back by them. Elementary schools may get back about half; secondary schools, less than half.

Against that bleak background, this is our suggestion for sampling parents:

1. Administer the survey to an existing group, or groups, of parents, such as the band boosters, athletic boosters, and the PTSA.

   Administer the scale at a meeting where parents can receive instructions and assistance from a school official. (Parents are not familiar with bubbling in responses to survey questions on a separate answer sheet.)

2. If a school has no group or groups of parents already in place to administer the survey, the principal should randomly pick 30 to 40 parents and then administer the scale at a special meeting. A school official should be there to instruct and assist parents.

3. If possible, avoid sending home the survey and answer sheet with students. The reasons: low return rate, errors and omissions on the answer sheets, damage to the answer sheet.

PRINCIPALS, VICE-PRINCIPALS, TEACHERS, SUPPORT STAFF

Do 100%, don't sample.

HONOLULU DISTRICT SCHOOL CLIMATE IMPROVEMENT
ADMINISTRATION OF THE ELEMENTARY SURVEY
SCHEDULE, 1987-88

Scale: Elementary School Climate Assessment Scale. (new forms, same items)

This scale has the same four factors as the Modified CFK Scale. They are General Climate, Program, Process and Material -- or Parts I, II, III and IV, respectively, on the Elementary Scale. And like the Modified Scale, the principal makes school improvement decisions based on the results of the Elementary Scale and other kinds of data about students and the school.

The full scale contains 29 items. But unlike the Modified CFK Scale, there are no sub-factors or sub-factor scores. The results are reported for each of the four principal factors.

A summary rating for each item is available.

1. Administration of Scale: Administration is planned for the second semester, the same time as the Modified CFK Scale.

2. Respondents: Only elementary school students should be administered this scale. Students in grade six should be able to handle the survey with assistance from the teacher.

3. Procedures: The student will be asked to make one choice for every item. This choice is based on what is perceived by the student as actually taking place in the school. There is no companion rating of what should be, of what is perceived to be the ideal situation. Teachers may read items for students, if necessary.

   Responses will be made directly on a special answer sheet that has all of the items printed on it. Instructions also appear on the sheet.

4. Processing: Answer sheets will be processed by the computer. Results should be available in August.

5. Interpretation: Instructions will be prepared on how to "read" the tables and graphs. Summaries will be prepared for each grade level and for the school. Item averages together with factor averages will be highlighted in those summaries.

6. Action: Results of the survey may be used to bring students, teachers, school staff and administrators together to discuss ways to improve the school and to set improvement priorities.

Schools will not be ranked on the basis on their results, nor will inter-school or inter-district comparisons be made of those results. The results should be taken for what they are -- that is, perceptions of people of the school's human environment and how their perceptions agree or disagree. Moreover, how those perceptions are obtained and how the environment was formed differ between schools. This matter will be addressed in the inter-pretation sessions and will be written into reports that accompany each school's results.

HONOLULU DISTRICT SCHOOL CLIMATE IMPROVEMENT
ADMINISTRATION OF THE SECONDARY, ADULT SURVEY
SCHEDULE, 1987-88

Scale: Modified CFK Scale, Climate Survey, separate answer sheet.

This scale contains a total of four factors -- General Climate, Program, Process and Materials. Each factor, in turn, has sub-factors, which are small, bite-size chunks of data around which analysis and discussion are to take place. Eventually, the principal makes decisions to improve the school's climate using information obtained from an analysis of the scale results and of other kinds of data about the school, e.g. pupil achievement, pupil attendance and community expectations. Each school will do Part A - General Climate.

The full Scale has 87 items. Thirty-one items make up General Climate Factor, Part A. Seven sub-factors make up that factor. The seven sub-factors:

Respect -- People see themselves as persons of worth, believing that they have ideas and that those ideas are listened to and make a difference.

Morale -- People feel good about what's happening in the school.

Input -- People feel that there is an opportunity to contribute ideas and that those ideas are being considered.

Growth -- Students and teachers alike feel a need to grow academically and personally.

Cohesiveness -- People feel a part of the school.

Renewal -- The school should be growing and changing for the better rather than following routines and repeating past practices without first finding out if they are still effective.

Caring -- Every individual feels that other persons are concerned about him or her as a human being.

Administration of Scale: Administration is planned for the second semester.

Respondents: People who will be administered this scale are parents, all principal/vice-principal(s), all teaching staff, all classified staff, all certificated support staff, and students enrolled in intermediate and high schools. So, in all, there will be six respondent groups.

Procedures: Each respondent will make one choice for every item in the "what is" column on a special answer sheet.

Intact groups such as a classroom (students) and the PTSA (parents) or special-interest boosters' organization (parents) should be administered this scale. The special answer sheet contains instructions on how to complete the scale.

Procedures (Cont.): About 30 minutes should be set aside to administer Part A: General Climate. If schools choose to administer any other part, set aside about another 30 minutes. The scale should be administered at one sitting, not several sittings, owing to the problem of returning the right answer sheets to students if answer sheets are turned in to the teacher. (Names should not be written anywhere on the answer sheet.)

Processing: Answer sheets will be processed by the computer. Results should be available in August.

Interpretation: Instructions will be prepared on how to "read" the results. Three kinds of data will be shown: 1) sub-factors that show a high degree of agreement among the six groups, 2) sub-factors that show a high degree of disagreement, and 3) sub-factors that are above the "high water" mark (exemplary) and those that are below the "low water" mark as those marks appear on the "what is" column of the answer sheet.

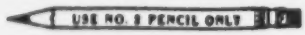
Action: Results of the survey may be used to bring together the different respondent groups to help pinpoint needs and problems and to set improvement priorities.

Effectiveness of actions that are taken may then be evaluated a year later by re-assessing the school on the same scale.

Schools will not be ranked on the basis on their results, nor will inter-school or inter-district comparisons be made of those results. The results should be taken for what they are -- that is, perceptions of people of the school's human environment and how their perceptions agree or disagree. Moreover, how those perceptions are obtained and how the environment was formed are different from school to school. This matter will be addressed in the interpretation sessions.

DEPARTMENT OF EDUCATION
STATE OF HAWAII

ELEMENTARY SCHOOL CLIMATE ASSESSMENT SCALE



• ERASE COMPLETELY TO CHANGE

SAMPLE

SCHOOL CODE

PLEASE FILL IN YOUR SCHOOL CODE

1ST DIGIT	⊖	⊕	⊕	⊕	⊕	⊕	⊖	⊕	⊕
2ND DIGIT	⊖	⊕	⊕	⊕	⊕	⊕	⊖	⊕	⊕
3RD DIGIT	⊖	⊕	⊕	⊕	⊕	⊕	⊖	⊕	⊕

INSTRUCTIONS TO STUDENTS

Read each statement below. Then, to the right of that statement, fill in the numbered bubble that best describes the statement as it exists at your school.

Use the following scale:
"1" - NEVER
"2" - SOMETIMES
"3" - MOSTLY
"4" - ALWAYS
"5" - I DON'T KNOW

PART I GENERAL CLIMATE

1. School spirit is good in our school.	⊖	⊕	⊕	⊕	⊕
2. Students in our school really like the school.	⊖	⊕	⊕	⊕	⊕
3. Teachers treat students well.	⊖	⊕	⊕	⊕	⊕
4. Principal tries to help students.	⊖	⊕	⊕	⊕	⊕
5. School is fun.	⊖	⊕	⊕	⊕	⊕
6. Our principal is friendly.	⊖	⊕	⊕	⊕	⊕
7. Teachers really care about students.	⊖	⊕	⊕	⊕	⊕

PART II PROGRAM

8. We learn things in school that will help us in the future.	⊖	⊕	⊕	⊕	⊕
9. Our school has a student council that is active.	⊖	⊕	⊕	⊕	⊕
10. Our school has activities that are interesting.	⊖	⊕	⊕	⊕	⊕
11. Teachers use many different kinds of teaching materials.	⊖	⊕	⊕	⊕	⊕
12. Teachers give about the right amount of importance on getting good grades.	⊖	⊕	⊕	⊕	⊕
13. Teachers ask students for their ideas to make learning fun.	⊖	⊕	⊕	⊕	⊕
14. Students that need extra help from school actually get that help.	⊖	⊕	⊕	⊕	⊕
15. Teachers spend about the right amount of time teaching reading to the class.	⊖	⊕	⊕	⊕	⊕

PART III PROCESS

16. Teachers try to understand how students feel about things.	⊖	⊕	⊕	⊕	⊕
17. Students like the way this school is run.	⊖	⊕	⊕	⊕	⊕
18. There is enough chance to meet other students and become friends with them.	⊖	⊕	⊕	⊕	⊕
19. Teachers make students feel important.	⊖	⊕	⊕	⊕	⊕
20. Students can count on teachers to listen to their side of the story.	⊖	⊕	⊕	⊕	⊕
21. It is easy to get to know the teachers in this school.	⊖	⊕	⊕	⊕	⊕
22. Teachers are pleasant and cheerful in this school.	⊖	⊕	⊕	⊕	⊕

PART IV MATERIALS

23. Our school buildings are clean.	⊖	⊕	⊕	⊕	⊕
24. The school grounds are attractive.	⊖	⊕	⊕	⊕	⊕
25. Enough textbooks are available when students need to use them.	⊖	⊕	⊕	⊕	⊕
26. There is enough counseling help in our school to help students with problems.	⊖	⊕	⊕	⊕	⊕
27. Students get to go on excursions to learn more about a topic.	⊖	⊕	⊕	⊕	⊕
28. Supplies and other materials are available when teachers need them.	⊖	⊕	⊕	⊕	⊕
29. Experts from the community are called upon to talk about topics of interest to students.	⊖	⊕	⊕	⊕	⊕

HONOLULU DISTRICT

SCHOOL CLIMATE ASSESSMENT SCALE

Adapted from the CFK Ltd. School Climate Profile
Copyright 1973

SURVEY BOOKLET FOR SECONDARY STUDENTS and ADULTS

SAMPLE

Part A
General Climate Factors

	What Is:					What Should Be				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
Respect:										
1. Teachers treat students as persons.										
2. Parents are considered by this school as important partners.										
3. Teachers in this school are proud to be teachers.										
4. Our principal is a good spokesperson for the school's interests and needs.										
5. Students can count on teachers to listen to their side of the story.										
High Morale:										
6. This school makes students enthusiastic about learning.										
7. Teachers have pride in this school and in its students.										
8. Attendance is good; students stay away only for good reasons.										
9. Parents, teachers, and students would defend this school's program if it were challenged.										
10. I like being a part of this school.										

Part A
General Climate Factors
(Continued)

	What Is:					What Should Be				
	A Always	B Much of the Time	C Sometimes	D Never	E I Don't Know	A Always	B Much of the Time	C Sometimes	D Never	E
Opportunity for Input:										
11. I feel that my ideas are listened to in this school.										
12. When important decisions are made about the programs in this school, I, personally, have heard about the plan beforehand.										
13. Important decisions are made in this school with representation from students, faculty, and parents.										
14. When all is said and done, I feel that I count in this school.										
Continuous Academic and Social Growth:										
15. Teachers are interested in school activities.										
16. Teachers in this school are seeking ways to improve teaching and learning.										
17. Students feel that the school program is meaningful to their present and future needs.										
18. The principal is growing and learning; he or she is seeking new ideas.										
19. Regular opportunities are provided for parents to be involved in examining new ideas.										
Cohesiveness:										
20. Students would rather attend this school than transfer to another.										
21. Administration and teachers work together toward making the school run effectively.										
22. Differences between faculty and students are considered to contribute to the richness of the school.										
23. New students are made to feel welcome.										

Part A
General Climate Factors
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
School Renewal:										
24. When a problem comes up, this school has set procedures for working on it.										
25. Teachers are encouraged to try out new ideas in their classroom.										
26. When a student comes along who has special problems, this school works out a plan to help that student.										
27. Students are encouraged to try out new ideas.										
Caring:										
28. There is an adult in this school that a student can always count on.										
29. The principal really cares about students.										
30. Students feel wanted and needed in this school.										
31. Students in this school are considerate of one another.										

Appendix H

STUDENT ETHNICITY

Ethnicity	Kaimuki Inter		Kaimuki High		Liholiho Elem	
	1986-87	1987-88	1986-87	1987-88	1986-87	1987-88
American Indian		.2	.2	.2		
Black	.4	.5	.2	.3		
Chinese	14.8	14.0	10.5	11.5	14.1	12.3
Filipino	5.3	5.7	7.2	8.0	10.9	8.0
Hawaiian	1.7	2.9	1.6	1.3	3.1	1.8
Part-Hawaiian	12.9	11.8	12.9	13.6	13.1	13.2
Japanese	35.7	35.3	33.2	30.6	31.6	33.5
Korean	2.5	3.2	4.8	5.6	3.4	4.0
Portuguese	3.8	3.6	3.5	3.6	3.1	4.3
Spanish, Puerto Rican	1.5	1.1	1.4	1.4	.9	1.2
Samoan	1.1	1.6	4.0	3.9	1.3	1.2
White	15.6	13.1	8.7	8.5	11.3	13.8
Indo-Chinese	4.2	6.3	5.8	6.4	6.3	5.5
Others	.4	.7	6.0	5.1	.9	.9

Appendix I

TYPES OF CONFLICTS MEDIATED AT
KAIMUKI HIGH SCHOOL, SY 1986-87

Case	Type of Conflict	Disputants	Major Category
1	Ethnic insult	S - T	Harassment
2	Insubordination - unfairly treated	S - T	Classroom Behavior
3	Insubordination - rules and regulations	S - T	Classroom Behavior
4	Disagreement	S - S	Arguments
5	Unfair treatment by teacher (rules and regulations	S - T	Classroom Behavior
6	Fight (beyond mediation)	S - S	
7	Pending fight	S - S	Fight/Pending Fight
8	Harassment (student from another school)	S - S	Harassment
9	Threatened	S - S	Harassment
10	Unfair treatment	S - T	Classroom Behavior
11	Pending fight	S - S	Fight/Pending Fight
12	Argument (near fight)	S - S	Arguments
13	Argument	S - S	Arguments
14	Pending fight (argument)	S - S	Arguments
15	Teasing (pending fight)	S - S	Harassment
16	Argument	S - S	Arguments
17	Unfair treatment (ethnic) - teacher accuses student wrongly	S - T	Classroom Behavior
18	Misunderstanding	S - S	Arguments
19	Argument (pending fight)	S - S	Arguments
20	Student disruption in class (class behavior)	S - T	Classroom Behavior
21	Misunderstanding - teasing	Group	Harassment
22	Argument (pending fight)	S - S	Arguments
23	Argument (boyfriends/girlfriends)	Group	Jealousy
24	Argument (misunderstanding)	Group	Arguments
25	Talking stink	S - S	Rumor/Gossip
26	Argument	S - S	Arguments
27	Argument (fight)	S - S	Fight/Pending Fight

S = Students; T = Teachers; Group = Students

Appendix J

TYPES OF CONFLICTS MEDIATED AT
KAIMUKI HIGH SCHOOL, SY 1987-88

Case	Type of Conflict	Disputants	Major Category
1	Argument (tongue lashing)	S - S	Arguments
2	Disagreement (staring)	S - S	Dirty Looks
3	Talking bad about each other (argument)	S - S	Rumor/Gossip
4	Argument (boy-girl problem)	S - S	Jealousy
5	Argument - bad mouthing - fight	S - S	Rumor/Gossip
6	Argument - pending fight	S - S	Fight/Pending Fight
7	Argument - pending fight (picking on another)	S - S	Harassment
8	Harassment	S - S	Harassment
9	Unfair grading (school grades)	S - T	Classroom Behavior
10	Misunderstanding (classroom behavior)	S - T	Classroom Behavior
11	Argument (pending fight)	S - S	Arguments
12	Misunderstanding (boy-girl)	S - S	Jealousy
13	Classroom management (attitude)	S - T	Classroom Behavior
14	Rumors - misunderstanding	S - S	Rumor/Gossip
15	Rumors - boy/girl	S - S	Rumor/Gossip
16	Rumors (one girl threatened)	Group	Harassment
17	Unfair classroom practices	S - T	Classroom Behavior
18	Rumors	S - S	Rumor/Gossip

S = Students; T = Teachers; Group = Students

Appendix K

TYPES OF CONFLICTS MEDIATED AT
KAIMUKI INTERMEDIATE SCHOOL, SY 1986-87

Case	Type of Conflict	Disputants	Major Category
1	Personality differences	S - S	Arguments
2	Personality differences - parties can't get along with one another	S - S	Arguments
3	Personality differences	S - S	Arguments
4	Talking stink behind back	S - S	Rumor/Gossip
5	Harassment - didn't like other person's looks	S - S	Harassment
6	Personality differences	S - S	Arguments
7	Personality differences	S - S	Arguments
8	Harassment - teasing	S - S	Harassment
9	Classroom disruption (always interrupting in class)	S - T	Classroom Behavior
10	Harassment - teasing	S - S	Harassment
11	Harassment	S - S	Harassment
12	Personality differences	S - S	Arguments
13	Rumor (high school student came on campus complaining about rumor)	S - S	Rumor/Gossip
14	Personality differences	S - S	Arguments
15	Harassment - teasing	S - S	Harassment
16	Teasing	S - S	Harassment
17	Teacher unfair to student	S - T	Classroom Behavior
18	Talking stink	S - S	Rumor/Gossip
19	Talking stink (personality differences)	S - S	Rumor/Gossip
20	Stink eye - dirty looks	S - S	Dirty Looks
21	Talking stink	S - S	Rumor/Gossip
22	Fight - dirty looks	S - S	Dirty Looks
23	Talking stink	S - S	Rumor/Gossip
24	Yelling at another person	S - S	Arguments
25	Talking stink	S - S	Rumor/Gossip
26	Fight - dirty looks (stink eye)	S - S	Dirty Looks
27	Talking stink	S - S	Rumor/Gossip
28	Talking stink	S - S	Rumor/Gossip
29	Talking stink	S - S	Rumor/Gossip
30	Pulling friend away	S - S	Harassment

continued

S = Students; T = Teachers; Group = Students

Appendix K, continued

Case	Type of Conflict	Disputants	Major Category
31	Girl-boy problem	S - S	Jealousy
32	Talking stink	S - S	Rumor/Gossip
33	Talking stink	S - S	Rumor/Gossip
34	Talking stink	S - S	Rumor/Gossip
35	Girl-boy problem	S - S	Jealousy
36	Rumors (spreading)	S - S	Rumor/Gossip
37	Pending fight (personality difference)	S - S	Arguments
38	Talking stink	S - S	Arguments
39	Talking stink	S - S	Rumor/Gossip
40	Invasion of privacy	S - S	Invasion of Privacy
41	Giving out phone number	S - S	Invasion of Privacy
42	Talking stink	S - S	Rumor/Gossip
43	Talking stink	S - S	Rumor/Gossip
44	Spreading rumors	S - S	Rumor/Gossip
45	Talking stink	S - S	Rumor/Gossip

S = Students; T = Teachers; Group = Students

Appendix L

TYPES OF CONFLICTS MEDIATED AT
KAIMUKI INTERMEDIATE SCHOOL, SY 1987-88

Case	Type of Conflict	Disputants	Major Category
1	Rumors	S - S	Rumor/Gossip
2	Potential fight - rumors (one acting wise to another)	S - S	Harassment
3	Rumors (badmouthing)	S - S	Rumor/Gossip
4	Boyfriend/girlfriend - lack communication	S - S	Jealousy
5	Boy-girl relationship (rumors)	S - S	Rumor/Gossip
6	Name-calling, teasing	S - S	Harassment
7	Stink face (misunderstanding)	S - S	Dirty Looks
8	Name-calling, teasing, hassling each other	S - S	Harassment
9	Rumors, misunderstanding	S - S	Rumor/Gossip
10	Prospective fight - peer group misunderstanding	Group	Arguments
11	Disagreement (rumors), jealousy	S - S	Jealousy
12	Rumors	S - S	Rumor/Gossip
13	Fight (sticking finger)	S - S	Harassment
14	Rumors	S - S	Rumor/Gossip
15	(not known)		
16	Name calling	S - S	Harassment
17	Name calling	S - S	Harassment
18	Possible fight	S - S	Harassment
19	Hassling each other, pushing each other	S - S	Harassment
20	Group conflict	Group	Arguments

S = Student; T = Teachers; Group = Students

Appendix M

TYPES OF CONFLICTS MEDIATED AT LIHOLIHO ELEMENTARY SCHOOL, SY 1986-87

Case	Type of Conflict	Disputants	Major Category
1	Bad mouthing, talking stink	S - S	Rumor/Gossip
2	Asking for ball impolitely; punched kid	S - S	Harassment
3	Teasing	S - S	Harassment
4	Fighting	S - S	Fight/Pending Fight
5	Picking on one another; accused of cheating	S - S	Harassment
6	Argument when playing	S - S	Arguments
7	?		

S = Students; T = Teachers; Group = Students

Appendix N

TYPES OF CONFLICTS MEDIATED AT LIHOLIHO ELEMENTARY SCHOOL, SY 1987-88

Case	Type of Conflict	Disputants	Major Category
1	One harassing another	S - S	Harassment
2	Teasing, showing middle finger, shoving	S - S	Harassment
3	Fighting, blaming for teasing	S - S	Fight/Pending Fight
4	Teasing, showing middle finger	S - S	Harassment
5	Fighting in playground	S - S	Fight/Pending Fight
6	Shouting at each other	S - S	Arguments
7	Two girl gangs taunting the other	Group	Harassment
8	Three girls harassed by three others	Group	Harassment
9	Argument, pulling shirts	S - S	Harassment
10	Girl telling others not to be friends with another girl	S - S	Rumor/Gossip
11	Girl telling others not to be friends with another girl	S - S	Rumor/Gossip
12	Teasing, led to punching	S - S	Harassment
13	Fighting, racial slurs	S - S	Harassment
14	Boy and girl teasing each other	S - S	Harassment
15	Constant fighting, argument	S - S	Arguments
16	Betrayal of secret; alienation of friends	S - S	Rumor/Gossip
17	Teasing, name-calling	S - S	Harassment
18	Teasing in class	Group	Harassment

S = Students; T = Teachers; Group = Students

PROGRAM ON CONFLICT RESOLUTION

UNIVERSITY OF HAWAII

WORKING AND OCCASIONAL PAPER SERIES

The Program on Conflict Resolution offers other papers in its Working Paper Series and Occasional Paper Series. The Working Papers reflect current research being done by Research Affiliates of PCR. The Occasional Papers are for the dissemination of presentations such as speeches or keynote addresses on dispute resolution. If you would like to order a paper, please use the order form below and send $3.00 per paper.

****

PROGRAM ON CONFLICT RESOLUTION
University of Hawaii, Manoa
2424 Maile Way, Porteus 523
Honolulu, Hawaii 96822

Working Paper and Occasional Paper Series Order Form

Name: _____

Address: _____

_____

Paper No.: _____ Paper Title:_____

_____

_____

SUBMIT $3.00 per paper.
Make checks payable to: **The Program on Conflict Resolution**

Working Paper Series

1986-1 **"Cultural Issues in Mediation: A Literature Review."** by Susan Goldstein, 1986, 44 pages.

1987-1 **"The Ideologies of Mediation: The Movement's Own Story."** by Peter Adler, Karen Lovaas, and Neal Milner, 1987, 37 pages.

1987-2 **"Harvesting Biomass for Energy: A Source of Conflict on the Big Island of Hawai'i."** by Sallie Edmunds, 1987, 68 pages.

1987-3 **"Ocean Thermal Energy Conversion at Kahe Point, Oahu: An Attempt at Community Dialog."** by Brian Takeda, 1987, 64 pages.

1987-4 **"Geothermal Energy Development in Hawai'i: A Decade of Conflict."** by Sallie Edmunds, 1987, 195 pages.

1987-5 **"H-Power: Honolulu Program of Waste Energy Recovery, a Case Study of Project Implementation."** by Sallie Edmunds and Brian Takeda, 1987, 12 pages.

1987-6 **"Codifying 'Kastom' Law in East Kwaio, Malaita, Solomon Islands."** by David W. Akin, 1987, 42 pages.

1987-7 **"The French Nuclear Tests in the South Pacific: Case Study of an International Environmental Dispute."** by Bruce E. Barnes, 1987, 56 pages.

1987-8 **"The Public and Private in Mediation: The Movement's Own Story."** by Neal Milner, Karen Lovaas and Peter Adler, 1987, 29 pages.

1987-9 **"PCR Data Base Project Report."** by Susan B. Goldstein and David B. Chandler, 1987, 71 pages.

1987-10 **"Straightening Relationships and Settling Disputes in Hawaii: Ho'oponopono and Mediation."** by E. Victoria Shook and Leonard Ke'ala Kwan, 1987, 58 pages.

1987-11 **"Thinking About Interdisciplinary Inquiry: A Look At The University of Hawaii's Seminar on Culture and Disputing."** by Neal Milner and Vicki Shook, 1987, 49 pages.

1988-1 **"Settling Differences: Alternate Energy Developments and Citizen Opposition."** by Tom Dinell and John Goody, 1987, 71 pages.

1988-2 **"The Dispute Management in the Schools Project."** by Charles T. Araki and Carl Takeshita, 1988, 79 pages.

1988-3 **"Court Annexed Arbitration in Hawaii: An Evaluation of Cost, Satisfaction, and Pace."** by John Barkai and Gene Kassebaum, 1988, 43 pages.

1989-1 **"Biotic Conservation Potential of Anchialine Ponds: An Analytic Hierarchy Approach."** by Mark A. Ridgley and David K. Chai, 1989, 34 pages.

1989-2 **"Mediation of Complex and Public Interest Cases: An Evaluation Report to the Judiciary"** by Kem Lowry, 1989, 74 pages.

1989-3 **"Research Results and Final Report for the Dispute Management in the Schools Project."** by Charles T. Araki, Carl Takeshita, and Logan Kadomoto, 1989, 217 pages.

1989-4 **"Using Court-Annexed Arbitration to Reduce Litigant Costs and to Increase the Pace of Litigation."** by John Barkai and Gene Kassebaum, 1989, 49 pages.

1989-5 **"ADR in India: The Lok Adalat as an Alternative to Court Litigation of Personal Injury and Criminal Cases in South India."** by Gene Kassebaum, 1989, 36 pages.

Occasional Paper Series

1986-1 **"Hawai'i as an International Dispute Forum."** by Chief Justice Herman Lum, Hawai'i State Supreme Court, 1986, 8 pages.

1987-1 **"The Prospects for Negotiating Development Agreements."** by Lawrence Susskind, Professor of Urban Studies and Planning, Massachusetts Institute of Technology, 1987, 14 pages.

1987-2 **"Cultural Aspects of Disputing."** by Victor Hao Li, President, East-West Center, Honolulu, Hawaii and Sally Engle Merry, Professor of Anthropology, Wellesley College, Massachusetts, 1987, 30 pages.

1987-3 **"The Relationship Between Traditional and Institutionalized Dispute Resolution in the Federated States of Micronesia."** by Nickontro Johnny, National Justice Ombudsman, Federated States of Micronesia Supreme Court, 1987,20 pages.

Other Publications

"1986 Annual Report of the Program on Conflict Resolution, University of Hawaii." by Vicki Shook and Tom Dinell.

"1987 Annual Report of the University of Hawaii Program on Conflict Resolution." by Vicki Shook and Neal Milner.

"1988 Annual Report of the University of Hawaii Program on Conflict Resolution." by Karen Cross, Neal Milner, and Patricia Shields

"A Source Book on Dispute Resolution in Planning School Curricula." compiled by Tom Dinell and John Goody. Available only through the National Institute for Dispute Resolution (NIDR), 1901 L Street N.W., Suite 600, Washington, D.C. 20036 at a cost of $5.00 per paper.